

College and Research Libraries

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Message from the Executive Secretary

WHENEVER a group of librarians met during the past year or so, the Association of College and Reference Libraries and its activities were probably the subject of more discussions than any other division of the American Library Association. This is all fine. It is a healthy situation when an organization is doing things—and is expected to do things.

You are all very much interested in the new Executive Secretary's office and want it to succeed. Many of you have already contributed to its success by answering Charles H. Brown's request for a statement of preferences in regard to the activities that might well be performed by a national professional library association.

Your Executive Secretary would like for every member of the Association of College and Reference Libraries to feel that this is his organization. I would be pleased if every member would say to himself, "Now if I were the A.C.R.L. Executive Secretary, I would do such and such," and then follow this by actually sitting down and sending in whatever his thoughts might be. All such suggestions will be welcomed and will aid in the direction of A.C.R.L. through the period ahead—a period that we are confident will find more and more leadership in the library profession coming from university and college librarians.

It is obvious that all suggestions cannot be carried out, and there is a great danger in spreading our work too thin. Major ideas submitted will be presented to the

officers and the board of directors, who may appoint committees to explore them further.

This year our board of directors has approved President Carlson's program for the year, which he presented at the San Francisco Conference, and has approved the appointment of four special committees which have now been set up. These committees are:

1. A committee on membership in the Association of College and Reference Libraries

2. A committee on recruiting the type of librarian needed in the college, university, and reference fields

3. A committee to consider the educational preparation and qualifications needed by college and university librarians, to promote development of these qualifications through in-service training, and to work closely with the library schools to assist them in transmitting to their students the needed qualifications

4. A committee to consider the financial needs of our association and to suggest a program for their realization.

President Carlson's proposals are calculated to bring us college, university, and reference librarians of the proper learning and scholarly dispositions; librarians who will supply the type of library service which the American college and university must have. As President Carlson said in his address, "the most important thing in any profession is the people who practice it and the new people it attracts."

These special committees need the help and support of all of us.

N. ORWIN RUSH, *Executive Secretary*

Libraries and Liberal Education

AN Irish scholar of the early Middle Ages, far from home in a monastery in Carinthia, has left us this picture of the scholar's work²:

I and Pangur Bán my cat,
'Tis a like task we are at:
Hunting mice is his delight,
Hunting words I sit all night

'Gainst the wall he sets his eye,
Full and fierce and sharp and sly;
'Gainst the wall of knowledge I
All my little wisdom try.

For him no college, no library save a few manuscripts. We take it now almost for granted that the scholar will be a member of the faculty of a university or on the staff of the research laboratory of an industrial corporation and that he will make use of the resources of some library infinitely larger than any he could assemble for himself. Yet it is salutary to remember that learning has not always been thus professionalized, that colleges and universities hardly existed ten centuries ago, and that libraries are an even more recent addition to their amenities.

In the Middle Ages the heart of the university was not the library but the lecture room. There the student listened to lectures, *i.e.*, readings of the text, and did his best to memorize the master's exposition of the subject. He had no books, no lecture notes, nothing but his memory and his powers of argument, as he picked his way through grammar, logic, rhetoric, music,

arithmetic, geometry, and astronomy, the "seven liberal arts," studied philosophy, moral, metaphysical, and natural, and mastered the two tongues, Greek and Hebrew. After seven years he was admitted to the guild of the teachers as a master of arts, his liberal education completed; he might then pursue the studies of one of the superior faculties, law, medicine, theology; and after advancing and defending a thesis in disputation with all comers would attain the degree of doctor, learned in the profession of his choice.

This was the education of the few, and it combined, as the work of the university still combines, liberal education in the arts and professional training in the higher subjects. As time went on, the education afforded by the university, while still confined to the few, became less rigorous in its content. In the eighteenth century at Oxford, for example, lectures were few, examinations were abandoned, and serious thought and study seldom disturbed what Gibbon called the "deep potations of the dons." The principal scholars of the day were not to be found in the universities at all; Bishop Berkeley, to whose name the University of California may claim to have given added luster, Swift, Voltaire, and Gibbon pursued their studies far from the halls and libraries of a university.

Meanwhile, the library was slowly growing as an essential part of any college or university. At Oxford (if you will forgive another reference to my alma mater) the first gift of books to the university was made in 1327, though some of the colleges had their own chained libraries earlier than

¹ Dr. Mowat presented this paper at the meeting of A.C.R.L. in San Francisco on July 1.

² Waddell, Helen Jane. *The Wandering Scholars*, translation by Robin Flower. 5th ed., London, 1930, p. 31.

this. The university library was housed in a corner of the university church of St. Mary's, under the care of a chaplain-librarian. The gift of books from Humphrey, Duke of Gloucester, in 1439, led to the building of "Duke Humphrey's Library," which, however, lost all its books and manuscripts in the turbulent years of the Reformation. It was reopened in 1602 through Sir Thomas Bodley's munificence and gained what at first was the unique privilege of receiving a copy of every copyrighted book through Sir Thomas' negotiations with the Stationers' Company in 1610, and by 1789 was already overtaking the shelves lining the walls of the magnificent long room which still constitutes Duke Humphrey's Library, and was beginning to invade and capture the rooms of the old medieval schools of logic, rhetoric, and the rest which occupied the first and second floors of the Bodleian Quadrangle. Even so, one of the most famous libraries of the world remained, until this very decade, housed in a rambling collection of seventeenth-century rooms and cellars, without a building clearly its own, and entered by a single narrow doorway leading to three flights of stairs of worn, wooden steps which brought the reader up to Duke Humphrey's gallery. The beginning of Harvard's great library was hardly more conspicuous, though almost simultaneous with the founding of the college, since John Harvard bequeathed his 330 books to the college in 1638.

Library Only a Repository

As long as a university or college served only the few, as long as the world of knowledge was relatively small and simple, as long as the education of a scholar and a gentleman was confined to an unexacting study of a few subjects, the university or college library remained a repository for

books and manuscripts of the past, treasured, and used by a few scholars; it was not a lively part of the process of undergraduate education. In those spacious days the scholar would have what books he needed in his own private library; the undergraduate would need few books at all. Even as late as the early years of this century Thomas Case, president of Corpus Christi College, Oxford, advised one of the fellows, G. B. Grundy, the college librarian, to buy no new books for the library. "He (Case) said he had been the college librarian for many years and had never added a single book to the library during his tenure of office."³

But what of today? In the eighteenth century a simple farmer's family made a great effort to send the eldest son, John Adams, to Harvard, but none of the other children would follow him to college. Today a college education is open to every boy and girl, to the extent that moderate standards of ability and the moderate expenses at a publicly-supported university or college or junior college can be met. In Europe the same ideal of equality or opportunity in the obtaining of a university education is met differently, by rigid selection of those best able to benefit from such an education and the generous provision of scholarships to pay the entire expenses, if necessary, of those selected, so that not poverty of means but only poverty of mind may deny entrance to the academic halls. University and college education has thus become, at least in the United States, a thing involving what would have before been thought fantastic numbers of students.

A second major change is in the multiplication of subjects taught. The frontiers of knowledge have been pushed back and the cellular division of more and more highly

³ Grundy, George Beardo. *Fifty-five Years at Oxford*. London, 1945, p. 110.

specialized studies has continued to the point that we sometimes really seem to be doing no more than learning more and more about less and less. The old basis of the undergraduate curriculum still survives in what we still call the liberal arts. Their professors remain on the whole respected, if also sometimes a little despised by their colleagues in the more exact subjects; the importance of their ancient disciplines is given the respect of the passing bow, which the engineering student is required to make to the humanities by taking three units of English composition, let us say, during his four years' training in engineering. But much of the weight of effort of the university or college has gone elsewhere, away from the liberal arts and, I should add, from liberal education, to professional and graduate training, and it is only fair to say that the liberal arts themselves have become partly professionalized, studied as subjects which will lead to the career of teacher or writer rather than for the quality of liberating the mind from narrowness and prejudice.

American University Defined

One might, therefore, define the American university today as concerned primarily with the advancement and dissemination of highly specialized types of learning, and with the secondary, but still highly important, task of giving some smattering, at least, of a liberal education, itself considerably specialized, to a large mass of undergraduates. This dual function, it seems to me, is borne equally by the four-year colleges and the junior colleges. They, too, provide both liberal education and professional training and have the same problem of reconciling the two, though without the complications of graduate work, of professional schools of medicine, law, and so on, and the claims of deep research.

Out of this comes, it seems to me, the great task of the university and college library today and one which gives it a far greater importance in its parent body and in the educational process than it has ever had before. For it has both to preserve liberal education and to make possible the advance of more specialized and professional subjects and training; these are distinct and sometimes conflicting duties—a duality of function which was pointed out, as far as the university library is concerned, by the librarian of the University of California, Harold L. Leupp, at the meeting of this Association in San Francisco in 1939.

Of the second function I shall not speak at length, save to make this point: the extent of the literature of any subject, however specialized, is now so great and the cost of living, in relation to remuneration, so large, that the scholar, the graduate student, the advanced undergraduate can no longer, as they could to a degree in the past, do most of their work among their own books in their own private libraries. Even a Croesus among scholars could no longer expect to be financially able to build up for himself a library adequate for his own studies. The function of obtaining and preserving all the books, periodicals, and sets needed for advanced study now rests, more than ever, with the great university library and the research library, like the Huntington or the Newberry, particularly where, as here in the West, there are no major governmental libraries or richly endowed public libraries. For me to tell you how to perform this function would be "carrying coals to Newcastle:" the acquisition of book collections, government documents, newspapers, manuscripts; the use of microfilm to make available rarities or bulky sets; the magnificent services of the interlibrary loan system—these are things admirably done, at least as far as finances permit. Possibly there is a

need to keep the faculties and students better informed about a library's resources and its recent acquisitions; there is much which library staffs could do to train professors and students in at least the elements of bibliography; but these are not major problems.

Advancing Liberal Education

It is the function of the university and college library in advancing liberal education that I wish to enlarge upon. But first we must have some agreement among ourselves on the value of liberal education and some understanding of the means which are being sought to advance it.

Much of the neglect of liberal education in the last generation arose from the feeling that such an education was essentially aristocratic—as, in fact, it was in the days when only the few were educated. Study of classical languages, literature, and history seemed to be the pursuit of a leisured class not too much concerned with making a living. Moreover, even if such studies were not condemned as useless or snobbish, they were elbowed aside as knowledge, especially in the natural sciences, became more abstruse and highly specialized and as the professions became in consequence more exacting in the training required of their practitioners. What was lost in the process was a certain community of ideas among educated men, an agreement on accepted standards, including standards of taste and esthetics as well as of conduct, a perspective of the past and the present.

This loss has become the more serious since it coincided with the tremendous increase in the populations of the Western countries in the nineteenth century and with the advance of industrialism, all of which led in time to the transformation of governments from an aristocratic to a democratic basis. All men (and later women) came to share, however indirectly, in government;

all came, at this same time, to demand some common and rising standard of education. Yet the education of the masses could not be the old liberal education of the aristocracy, although it gave them the same claim to political power which the aristocracy had formerly kept to itself on the basis of being the only liberally educated class. A share in the direction of the state came to the common man before there was any certainty that he would be capable of using it wisely.

Today, the attempt is to get back once more to that community of ideas, that common perspective, which the old liberal education used to provide, but to do it for the many rather than the few and to do it in addition to meeting the exacting claims of training for the professions and for occupations requiring specialized knowledge or skills. Sometimes the attempt is called education for citizenship, a tautological phrase, since the really educated man would be *ipso facto* the good citizen. It really involves no more than a return to liberal education but in new forms and as part, not the whole, of the educational process. It attempts to do two things: to restore the community of ideas among educated men, which we intend eventually to mean all men, and, as a necessary preliminary to break down the barriers in the world of learning which specialization has raised. Its object is to end the isolation of Jacques Barzun's "ivory lab," to deny any truth to Ortega y Gasset's slur (and I think it is an unmerited slur) on the scientist as a "barbarian knowing much of one thing;" it is to produce engineers who know why they build as well as how, doctors who know whom to cure as well as how, businessmen who see their enterprises as but part of the work of the commonwealth. It is to save us from becoming, as Barzun has suggested, a nation of low-brows, tedious and long-winded in conversation because

lacking a common stock of ideas and allusions, and contemptuous of learning, even boastful of ignorance, in the ineffable belief that horse sense alone is sufficient for the conduct of all public affairs.

Liberal and Professional Education

The question is how to give the student a liberal education and still meet the demands of his professional training. A century ago the problem hardly existed; what professional training there was was postgraduate, either in the school of experience or in an academic school; the undergraduate education was all in the liberal arts. Today, though much of this training is postgraduate, it has thrust its way down to the undergraduate years and almost forced the liberal arts out of the curriculum. A way out, and the one most commonly favored, is to allow the professional or vocational course (*i.e.*, the student's "major") to set his pattern of work but to require him to take some elective courses outside this pattern. These electives may be entirely free or may include choices among groups of subjects, such as literature, history, the sciences, foreign languages. This is a haphazard system which does the cause of liberal education scant service, unless the courses in each group and the number of groups in which the student is required to take some work are carefully planned.

Liberal Education Courses

There had been, of course, various resuscitations of liberal education during the 1920's and '30's. Most of these involved establishing new "required" courses of a scope much broader than those normally given by individual departments: courses covering the study of the history and philosophy of many centuries, courses attempting to distill the common essence of the several natural sciences, others attempting to

present social science as something more than a mere hotchpotch of economics, political science, and so forth. Columbia College was the earliest innovator with the "Contemporary Civilization" course growing out of John Erskine's "Great Books" during the First World War. The University of Chicago followed in the early '30's with its sharp division between the college and the university, the former comprising the work of the last two years in high school and the first two in college and leading to a B.A. which is awarded for completion of work in the broad fields of the social, physical, and biological sciences, and the humanities (literature, the fine arts, history, and philosophy) in each of which a three-year sequence of general courses must be followed. The university, in the normal junior and senior years of a college course, gives specialized work in the departments, leading to the M.A. Stanford's "Western Civilization" course was a partial step in the same direction; so was Reed College's curriculum. A different approach was that of St. John's College, Annapolis, based on the "Great Books" of philosophy, literature, and science, which provided the meat of the entire four-year course. Another approach was that of the experimental college at the University of Wisconsin. Rollins College, Colgate University, Bennington College, the University of North Carolina, and many other institutions, all experimented with various plans for improving liberal education and making it a part of every student's education. Another and totally different method was that of the general college of the University of Minnesota, which aims to provide general rather than liberal education, if I may make the distinction, in a series of broad courses related to the student's future needs in "the personal and social activities basic to normal human living." Courses in vocational

orientation, problems of contemporary society, art and music today, straight and crooked thinking, human development, historical biography, background of the modern world, and other subjects are included in the curriculum.

During the recent years of war, when we were forced to reconsider the value of education and to ask what we cherished and what we deplored in our national life, there was an almost Messianic revival of the belief in the power of liberal education and much intense study by university and college faculties of how it could be restored to a more vital part in college education. Some of this was doubtless based on false premises, one being that the social sciences could somehow save the world from the mess into which the inventiveness of the natural scientists had got it.

Schemes Based on Chicago Plan

Most of the resulting schemes follow at least the spirit, though not the form, of the Chicago plan. Amherst College, for example, in a brilliant report on long-range policy, declared that the colleges must be recaptured "for the cause of an intellectual education." Citing Whitehead, that "for those whose formal education is prolonged beyond the school age, the university course or its equivalent is the great period of generalization," and adding that "a common body of knowledge plays an essential part in the creation of an intellectual community," it proposed to achieve these ends by requiring the student to take sequences of two years each in science, history, and humanities, and organizing new courses of a broad, interdepartmental type for the purpose. Princeton, Yale, Cornell, the State University of Iowa, Michigan State College, Northwestern University, Wellesley College, Pomona College, and countless others introduced similar plans. Columbia

has expanded its original plan. Finally Harvard set the seal of its august approval on the movement in its report, *General Education in a Free Society* (1945), and more recently has carried out the report by introducing new courses in the humanities (literature from the Old Testament and Homer to Dostoievski, including the epic, history, drama, criticism, fiction, philosophy), in the social sciences (courses on the social inheritance of Western civilization and on Western thought and institutions), and in the concepts and historical development of the natural sciences. President Conant himself has taken part in the teaching of the new course in physical science—surely an unheard-of thing for the president of a university to do in these days. In the faculty I belong to, that of the University of California at Los Angeles, we are still trying to get agreement on the content of such "integrated" courses, but have already regrouped on somewhat similar lines subjects which the average undergraduate must take outside of his major.

Now, what have university and college librarians to do with such curricular reorganizations in the interest of liberal education? First, let me observe that a double responsibility rests at present, it seems to me, on librarians both regarding the new types of courses and regarding the traditional courses: one, that of providing materials for reading that are of lively interest whether of transitory or permanent value; second, that of providing such materials in such volume, and with such accessibility, as will meet the needs of students numbered by the hundreds, not by the tens or fifties of former days.

It has been the custom for instructors to meet these needs by telling the students in any given course to buy the textbook prescribed and do the best they can with it. A list of books suitable for "outside reading"

may be posted, but the enterprising student who tries to obtain one of these works from the library soon finds that one copy does not go far among fifty or five hundred students. The textbook, therefore, attempts to be his sole guide, philosopher, and friend. In the process, it has got heavier and bulkier, until it almost breaks one's arm to lift it, while to have three or four to carry is one reason why the student trudges slowly and unwillingly to school. In matter, the textbook is no lighter; it presents its subject with pomposity and condescension, alternately befuddling the student with a maze of minute details and leaving him, if he is thoughtful enough to be aware of it, completely in the lurch by its yawning gaps and omissions.

Library and Faculty Cooperation

One can scrap the textbook, but what then? For some courses, such as Columbia's "Contemporary Civilization" and the Chicago general courses, elaborate syllabi and manuals of readings have been printed or reproduced by offset processes; in others the instructor laboriously prepares his own mimeographed syllabus and relies on the library to furnish the materials for further reading. This is apt to be the best solution, though the instructor who spends long hours selecting an elaborate series of readings for his course may easily find that he has not only delayed but perhaps even jeopardized his career as a scholar and "research man" by such a detour. But if the library had the staff to help him, assistants to sit down with him to suggest books, articles, and passages of works appropriate to his subject, to do some of the work of hunting up such passages, then his task would be brought within a reasonable compass and a new type of fruitful collaboration between librarians and faculty in the service of liberal education would flourish.

Each course using readings of this sort

would demand dozens of copies of many individual books and, perhaps, as many copies of old and current magazines. If material from periodicals can be mimeographed or photostated and made available to the student in the library without running into difficulties over copyright so much the better; possibly the same method can be applied to books from which only selected passages are needed. But in any case there is the problem of cost. The librarian hates to buy duplicates; they eat up precious funds which could go for more specialized monographs and periodicals needed for the work of advanced students, graduate students, and members of the faculty. But it is just as unfair to beggar the undergraduate of the books he needs (and he is our bread-and-butter student, without whose presence, in large numbers, the appropriations for publicly-supported institutions and the revenues from tuition fees in private institutions would be much smaller than they are, to the detriment of advanced instruction and research) as it is to beggar the advanced student for the sake of the needs of the large undergraduate courses.

There are solutions. One is a large rental collection. Another very promising one followed, for example, at the University of North Carolina in the course on the history of Western civilization, is the levying of a course fee, which is used to buy and maintain in the library the materials—books, magazines, newspapers, dictionaries—needed for the course. With or without the aid of a course fee, it is possible for the library to group the materials principally used by students in the large undergraduate courses in special rooms, where they will be on open access to the students. The trend toward having as much material as possible on open access and having materials grouped in rooms assigned to definite subjects or courses, at least as far as concerns the sort

of thing the average undergraduate wants to use should be encouraged.

All this involves close cooperation between the librarians and the faculty. Librarians are teachers every bit as much as are the professors in the classrooms and seminars and should accept the responsibility implied. When new courses are planned, or old ones are being rejuvenated, the librarians should be consulted and should see that they are consulted. They should sit in on committees on courses and curriculum. They can enrich courses by their advice on books and can save the unwary instructor from pitfalls in readings and assignments. They can transmit the criticism or praise of existing courses which they may hear from the comments or questions of students, or as implied by the use or nonuse of certain books. To do all this will require much tact and finesse, but the reward will be an improved status. There is no reason why only the librarian, as a rule, should be regarded as of faculty rank; there should be—must already be—many assistant librarians in both large and small university and college libraries whose work merits and should receive this recognition.

Enlarged Functions of Librarian

All this may suggest enlarged functions for librarians and for the college library in liberal education. To the undergraduate the library should be more than a place of assignation—"meet me in the Libe," a series of rooms with tables where romances blossom, where gossip can be exchanged in whispers seldom soft, where a box lunch can be eaten, a "theme" written, the sports pages of the local newspaper read, or, occasionally, the *Encyclopaedia Britannica* consulted. It should be the place where the student comes to know and love books as the preservers of our culture, the treasure house of man's past achievements in thought

and learning and the quest for beauty, the windows opening in upon human mind. Literature and scholarship, the books of learning which instruct, of imagination and fiction which inspire or entertain—these things the library should bring to the student who too often will get little or nothing of them at home or at school. Through exhibits of fine books, through books invitingly arranged in a "browsing room," through small branch libraries maintained, perhaps, in college dormitories and residence halls, and also through the sense that the student has of the librarian as a man or woman of liberal education, wide culture, alert mind, and human sympathy, the undergraduate may get in the library a vision of the true realm of learning.

The library can also keep this vision bright among the members of the faculty. It can show them the unity of all learning, its inheritance from the past as well as its hopes of the future. It can remind them, through its books, of what liberal education is and of its importance. The library is, in fact, the keeper and protector of liberal education, the conscience of the university. Ortega y Gasset, in the *Mission of the University*,⁴ has reminded us that the university's mission is culture, which puts a man in possession of his setting, so that he can live "at the height of his times." The university is one of the few remaining spiritual forces, he argues, as the interpreter of the culture of the age, the system of vital ideas by which any age lives. It must create sound syntheses and systematizations of knowledge and save us from the tyranny of pedantic detail. "The university is the intellect, it is science, erected into an institution." Where, surely, but in the library, can you find the heart of a university which is true to its mission?

⁴ Ortega y Gasset, José. *Mission of the University*, translated by Howard Lee Nostrand. Princeton University Press, 1944, p. 57, 86, 91, 94.

The Duality of Demand on University Libraries

THE FOLLOWING three papers and comments were presented at the meeting of the University Libraries Section, A.C.R.L., at San Francisco, July 1, 1947.

By M. A. STEWART

Educational Trends

THE most obvious current educational trend at the college and university level is that of enormously increased numbers of students. This increase is by no means a postwar phenomenon, although it has been greatly augmented since the close of the recent war. The per cent of the population in the United States between eighteen and twenty-four years of age attending college has steadily increased from about 2 per cent in 1910 to approximately 8 per cent in 1940. In certain sections of the country, the increase has been even more spectacular. In California, for example, the increase in college attendance in the same population segment during the same three decades was from approximately 3 per cent to about 15 per cent. Since 1940 college and university enrolment has been characterized by a great slump consequent upon the draft and enlistment of young men of college age during the war years and the subsequent unprecedented high enrolments resulting from the backlog of students whose education had been interrupted by a period of service in the armed forces and from financial encouragement afforded by the so-called G.I. Bill of Rights. The Veterans Administration predicts that the peak veteran load will be reached in the academic year 1949-50.

It is difficult to predict college student populations of the future. The trend of

the past three and a half decades is significant. The current increase presents the same significance. It is reasonable to assume that college attendance engenders college attendance and, therefore, that an increasing number, up to a heretofore unattained level, of young men and women will seek a college education. The increasing number of undergraduates and the modern demands of employers of college trained people will surely result in proportionate increase in graduate students. The most perplexing factor to be considered in predicting college attendance in the not-distant future is the economic depression so confidently anticipated by many competent economists. The precise nature and magnitude of such a depression and the techniques employed in combating it will determine to a large degree college enrolment during the period of economic distress. The writer does not pretend to possess the wisdom necessary to predict with any degree of accuracy the impact upon colleges and universities of this probable depression. However, it seems certain that there will be an impact which will either appreciably increase or decrease, temporarily, college attendance.

Another educational trend is to be seen in the recent establishment of auxiliary campuses, or even separate institutions, to ac-

commodate the greater number of students and the tendency, in some parts of the country, at least, for junior colleges to add to their two-year terminal curricula provisions for more advanced education leading even to the bachelor's degree.

Some years ago Robert M. Hutchins, of the University of Chicago, postulated in an article written for *The Saturday Evening Post* that many of the small, privately endowed colleges and universities might have to consolidate or might disappear. His opinion was based upon the increased economic support and facilities given to state-supported institutions of higher learning, the changed economic structure which inhibits great gifts of money from individuals to privately-supported institutions, and modern transportation facilities which permit students to travel more widely and easily and thereby to select more freely the colleges they attend. Chancellor Hutchins' ideas are still valid, despite the currently inadequate educational facilities at the college level.

Development of General Education

Still another educational trend of great import is the current interest in the development of general education for all college students, regardless of their individual goals of specialization. This movement was greatly stimulated by the Harvard study leading to the publication of the book entitled *General Education in a Free Society*. It has received continued impetus by the spreading recognition that the needs and demands of society and state must be met by the institutions of higher education by providing not only highly trained young men and women but well-educated ones as well. Currently, the University of California is studying a proposal to establish a general college for all freshmen and sophomores in the university and to permit them

to enter more specialized curricula only as upper classmen.

A fourth educational trend of particular concern to college and university librarians is the disproportionate increase in numbers of students specializing in the social sciences, particularly economics and business administration, political science, and sociology. This is occurring, despite the current interest in chemistry, engineering, and physics.

In interpreting the educational trends presented above with reference to library service demands and needs, it is obvious that the increase in numbers of students, the possible increase in numbers of institutions of higher learning or geographically distributed subdivisions thereof, and the potential expansion of junior college curricula give rise to urgent problems of greatly increased library space and personnel and augmented volumes or substitutes therefor, such as microfilms. Widespread adoption of curricula in general education will further increase these needs, consequent upon more use by more students of the general university library in conformance with requirements of a more liberal education. The increase of specialization in the social sciences will result in more students using more different kinds of publications.

Consideration of the impacts of current educational trends upon libraries and library services involves not only increments of space, personnel, and volumes, but also such fundamental administrative concepts as segregation or integration of services for undergraduates in different curricula and the separation of library functions for undergraduate and graduate students. Questions arising from such problems can better be asked than answered by one with no training or experience in librarianship. The acceptability of proposed procedures is determined by the feasibility of the recommendations. It can be argued strongly that

the responsibilities of educational institutions to society demand fairly early segregation of students in accordance with their intellectual capacities and their professed goals. Thus, one may readily accept the concept of segregation of certain students into the junior college system with its so-called terminal curricula and of others into exclusively technical curricula without implications of broader appreciations and scholarly pursuits. This, however, does not connote segregation of library services, but different libraries. The trend in the larger universities, as well as in the smaller liberal arts colleges, toward general education during the freshman and sophomore years and the acknowledged responsibilities of such institutions to produce educated leaders emphasize integration, not segregation. No one will deny that colleges and universities have failed largely to acquaint their students with the great esthetic and utilitarian resources of libraries. Most college graduates are deplorably ignorant of the real functions of libraries and of how to avail themselves of their services. This means that adequate library environments have not been provided. Therefore, one of the urgent challenges to the university library is to provide such an environment. It would appear that this need can be met better by integration than by segregation.

Different Library Needs

The separation of library functions for undergraduate and graduate students is very different from the integration or segregation of library services for undergraduates.

Graduate students have library needs which are different from those of the undergraduate, and their approaches to library utilization are different. Certain separation is inevitable and its extent seems to be largely a matter of expediency.

A discussion such as this merely presents the question as to how the university library can afford the greatest service of permanent value to the student. If we may agree that the first step in this direction is the provision of an adequate library environment, we must then ask ourselves whether or not universities can provide an introduction to the knowledge of libraries and indoctrination into their use, as is done in the best liberal arts colleges. If not, is this need to be ignored or can we devise some new technique that will provide for it? It is the opinion of the writer that we can rely but little, if at all, upon the secondary schools for assistance and that faculties must be indoctrinated by librarians and be expected to cooperate subsequently with them in meeting the need at hand. Probably there is widespread general agreement among librarians and faculty members as to what the ideal university library would be but great disagreement as to procedure for attaining it and particularly with reference to acceptable substitutes for the ideal. It is appropriate, therefore, to urge that the experimental method, based upon sound analysis and speculation, be employed in finding a way to meet the legitimate demands placed upon university libraries and in seeking the adjustments consequent upon current educational trends.

To What Extent Must We Segregate?

THE "must" in this title was placed there by your chairman and not by your speaker. The argument would be clearer if it were replaced by "should."

If I had to answer the question in one sentence, I would say it depends on local conditions. But that is dodging the question, so I will go on and summarize the rest of my paper by saying that in a large university library, such as we have at Harvard, we should segregate to a great enough extent to make it possible to give the undergraduate students reasonably good library service, service such as an undergraduate can now have at Oberlin, Williams, Wellesley, Wesleyan, or almost any good college. I must go on to say that such a service is available in few, if any, of our great university libraries today, in spite of the tremendous sums spent on them. An explanation of the cause of this state of affairs should be given. When the two groups, graduate students and faculty—you might call them research workers—and undergraduate students, compete for services in the same building, with the same collections and catalogs, the undergraduates are almost always the ones who suffer. To this should be added the fact that the undergraduate in the university library does not have readily at his disposal, with open access, a good general collection of considerable size and that he must use the great confusing collections of the library with the help of a very complicated, unwieldy, labyrinthian catalog which has been made with the advanced student in mind and which frequently is almost unintelligible to the graduate student and to the faculty as well. Let me interpolate at this point that Princeton, with a great library but catering to a

larger extent than most university libraries to undergraduates, is trying to combine in its new building, library facilities for the two groups. It will be interesting to see how successful the results will be, but it should be noted that Princeton has a much simpler problem on its hands than a university with three to ten times as many students.

I might rest my case at this point, but having summarized my argument I shall begin again and try to steal some of the next speaker's thunder by two more general statements.

1. Of course we must integrate the services, he will tell us, because the needs of the two groups overlap and cannot be segregated.

2. Also, of course we must segregate or at least decentralize. Don't we have reserved book shelves?

But I must go on and state:

1. If we segregate, the undergraduates must be allowed and encouraged to use the research library facilities when they need them and, if they are going to do graduate work, they must be made, if that is possible, to do so.

2. Even if we integrate, we must have separate rooms for rare books and certain other collections.

Before going on and arguing for segregation, let us consider just what it is that a library tries to do. It tries to give as good service as it can afford. Then let me add, it should not afford more than can be justified. A library can become so expensive as to handicap the other parts of a university program and thus become, among other things, unpopular enough with the university family as a whole to handicap seriously its own work. A new central university library building at Harvard, at

present-day prices, would cost somewhere between fifteen and twenty million dollars. The interest at 4 per cent on the lower figure would be \$600,000 a year. The physical upkeep for the building would be at least \$150,000 more. I would be unwilling to claim that under present conditions that would be the best way for Harvard to spend \$750,000 in new money each year, even if it had it to spare, which it does not.

Service to Undergraduates

But to go back to our statement, a university library tries to give as good service as it can afford. What should good library service to undergraduates provide? Three things among others: a library as conveniently located as possible; centralized so that undergraduates who work, as most of them do, in different fields can find material under one roof in all of the subjects in which they are interested; a library easy to use, which involves simple catalog, classification, and charging systems, and rapid service. All this should be under attractive, you might say tempting, conditions.

If my argument for segregation of service to undergraduates is valid, it means that the service to undergraduates just outlined can be given more satisfactorily and for less money when it is segregated from service to graduate students than when it is integrated with it. Let us consider this from two points of view: the cost of the service and the quality of the service.

I contend that the cost will be less with segregation because:

1. This logical separation of the units of the library enables the university to add to its building plant in small units and so make less necessary over-expansion when a new building is erected.

2. The division of the book stock into two fairly distinct groups, one for the undergraduates which is made up largely of re-

placeable and what might be called expendable books, and the other for research material, makes it possible to be more efficient and less wasteful in both groups.

3. The segregation permits cheaper and simpler cataloging and classification procedures for the undergraduates books, and also I think it will apply to the research collection. When you catalog books for two different groups who use them for entirely different purposes, it must be done in more detail and it therefore costs more.

4. The service required by the two groups differs enough so that if the total public service staff is fairly large, it is cheaper to divide it into two.

The savings made possible by segregating in a university library the service to undergraduates from that for graduates students, is in my opinion important, but the improvement in the service that results from the segregation is of equal and probably of greater importance. It seems self-evident that if a building is designed especially for undergraduate service, it will be more effective than if it is designed to do all things for all men. It can, for instance, among other things, give completely free access to the book collection, if the books are segregated from the research library. If the book stock is a separate unit and is chosen by a person specially trained in that phase of book selection, it should be better fitted for undergraduate use. If the catalog is simple, as is possible with a separate collection, the results are again better, and the same should hold true with the reference and circulation part of the work. The service demanded by the two groups differs considerably, and that planned for one of the groups should be better than that planned to cover both.

Better and Cheaper Service

I end where I began. No great university library today gives good service to its undergraduates. The two types of service do not fit together and one or the other

of them gets the better of it. In my opinion, it is almost inevitable that it is the undergraduate who gets the worst of the deal. By separating the groups, better and cheaper service is obtained.

Two final comments: just where the division should come, that is, in what stage

of the student's development, is a matter of importance but not first importance; and, finally, as I said to start with, if segregation is carried out, arrangements must be made so that the undergraduate will still have at his disposal if he wants it the larger collection and catalog.

By RALPH E. ELLSWORTH

To What Extent Can We Integrate?

IF THE TERMS "undergraduate" and "graduate" must be defined traditionally, I can see no possible basis for establishing two separate library collections which would serve undergraduates as such and graduates as such. There is no such thing anymore as a graduate student or a graduate curriculum that can be characterized by singleness of activity. Examine the transcripts of graduate students or the class rolls of the group of courses commonly labeled the 100's, and you will find in this twilight zone an equal mixture. Where are the books for these courses to go in a library which splits between graduate and undergraduate?

Actually, the graduate school is moving in two directions. In the traditional disciplines and even in some of the newer fields, there is a growing distinction between the research and nonresearch degree for graduate students. What this means, of course, is that many students need graduate training and graduate degrees for a wide variety of reasons but that all do not need training in pure or even applied research. Some need more courses, others need supervised experience, and some need merely to age. Those who at the graduate level are to spend their time on nonresearch activities such as taking courses or coordinating the results of research will inevitably work in

the same literature that is being used in the advanced undergraduate courses. There is no logical basis for separating this material.

Or, to look at the same fact from another direction, it is possible to argue that the American graduate college is primarily though not exclusively a teacher-training institution. Certainly a very large per cent of its graduates go into teaching at the various levels. Some who go into teaching will continue to do productive research; most will not. But all should know how to interpret the research of others. We have been pretending that all will continue their research careers. There are signs that we are ready to stop some of this pretense and begin to approach directly the problem of developing graduate training for non-researchers. If we do, then the latter group will surely increase its use of secondary material, which is the same as that used in the advanced undergraduate courses.

Thus, my first argument is that graduate education is moving in a direction which will complicate any attempt to separate its literature from that of lower instructional units.

My second is that the undergraduate college is no longer a single unified curriculum demanding a single library facility.

For years (in fact it dates from the in-

flux of students into colleges following World War I) it has been true that a large per cent (40 to 60) of entering freshmen have dropped out of college before the end of their four-year term. Those who drop out find that a segment of liberal arts curriculum by itself is likely to be pretty meaningless. Thus, as a corrective measure, what the colleges have been trying to do is to devise a small curriculum of required courses which would be equally useful to those who drop out early and others who stay on for the A.B. When you strip the term of its pretense, jargon, rationalizing, double talk, and verbiage, that is what is meant by general education.

Whether we like it or not, I think we shall find Gresham's Law operating, with the result that the traditional concept of a four-year liberal education will be driven out by the two-year idea of general education, with upper divisional studies in control of the graduate school or the professional schools.

You can see that general education is splitting our educational pyramid at a new level—in the middle of the arts college, not at its end. Symbolic of this trend is the fact that the office of arts college dean is disintegrating in many universities, and in its place influence is passing both downward to directors of general education and upwards to graduate deans or, in some cases, to chairmen of divisions which overlap the last two years of the arts college and the graduate school.

In the general education courses that have emerged one can see a desire to teach an irreducible minimum to all students, some common body of information that somehow will supply a cohesive element in our population of adults—something that in the province of democratic living would be as useful as is the dogma of the Roman Catholic Church to Catholics.

Difference of Opinion

Opinion differs as to what shall constitute the contents of general education, with Chancellor Hutchins' idea about the Great Books at one end of the scale and a number of programs based on practical problems of everyday life at the other.

If the question were simply one of supplying the materials for these courses, it would be difficult to argue that separate facilities are necessary, but the materials are only a small part of the problem.

Entering students in liberal arts in all but a few Eastern seaboard universities whose students come from highly cultured homes and from prep schools that stand for no nonsense, have some deficiencies that are pretty common and that can be corrected most efficiently if the students work at least part of the time as an identifiable group. These deficiencies have been discussed in print sufficiently, and I need not labor the point. Briefly, they are as follows: lack of knowledge of study habits at the university level, lack of knowledge of the literature of scholarship and its bibliographic apparatus, lack of the ability to sit still and study in a sustained manner, and reluctance to ask for help on the above points.

If a separate study center can be established which will base its contents, staff organization, and bibliographic tools at the level at which general education students are, it is in a favorable position to accomplish something that doesn't get done in a library where all undergraduates are thrown together. What I have in mind is something like the college library at the University of Chicago, which used to be located in the midst of the instructional office of the men who were teaching college courses.

If general education should begin to shift away from the idea of a common sub-

ject matter for all to the idea that it is only the student as an individual—his interests, personality, attitudes, working habits, vocational desires, etc.—that is common, with subject matter patterns varying among the individuals, then the need for a separate study center would still exist, but it would be more of an advisory or counseling service than it would be a collection of materials.

If I am right in claiming that general education represents a retreat from the old idea of liberal education (as, for example, Mr. Metcalf and I knew it at Oberlin), a further encroachment of specialized and professional education, then it should follow that in the junior and senior years there will be an increased emphasis upon specialized and professional studies, and that is exactly what happens.

Indicative of the trend is the statement made recently by the chairman of one of Chicago's most illustrious departments to the effect that his department was in favor of the Chicago college plan because it enabled them to organize a three-year major that really meant something. And by that, he meant a solid, comprehensive, and advanced preparation extending up through the master's degree. Would such a program be satisfied by a library that tried to divide the advanced literature of the field into graduate and undergraduate? I think not.

Obviously, as the relationship between advanced undergraduate studies and graduate work increases, it will be increasingly difficult to divide the literature between the two. Both groups draw heavily on the journal files, the government documents, the maps, and the ordinary books at least in the social sciences and the humanities.

Segregation

So, I have argued that segregation should

be made for general education studies, but it cannot be made above that level. This does not mean that we can now build a big stack well and place in it all but a few thousand titles which are kept out for the general education study center. We shall have to divide the advanced materials as we have in the past into departmental, divisional, and perhaps other kinds of units. But the point is that whatever we do will have to be done for both graduates and advanced undergraduates as a single group.

Special courses established on a civilization or geographic area basis are only two examples of the new pressures that will continue to exist for vertical segregation of library material.

Likewise, it seems to me that the problem of supplying library catalogs, bibliographic tools, and literature guides is an impossible one if it has to be approached in terms of graduate *versus* undergraduate facilities. But it becomes rational when considered in terms of general education *versus* advanced studies. Our present card catalogs are about as relevant to the needs and abilities of entering college students as would be the radar equipment found in a B-29 for a Piper Cub.

Young students need catalogs and guides which will draw them to the kind of print they are capable of using and which the faculty wish them to read. They should, of course, begin to learn to use the more complicated guides as soon as possible, but as a separate activity. Conversely, the catalogs and guides for advanced students, the middle man, and the researcher, should omit the elementary references that are irrelevant to their work. I am talking about subject catalogs, not identification catalogs, which are another matter.

I can see no logical basis for developing catalogs and bibliographies that would distinguish between the literature needed by

advanced undergraduate and graduate students.

Special Kind of Librarian

The same principles govern the kind of library staff that a university library should have. It takes a very special kind of librarian to understand and know how to cultivate young college students' reading habits so that they are consistent with the objectives of the instructors. Such a librarian must know the techniques of remedial reading and much else in addition

to his knowledge of the books in his collection. He must like the young student with all his annoying but lovable traits.

But the research librarian should be a quite different sort of person, and, as you well know, has to deal with other kinds of problems.

In summary, I have argued that we can and must integrate the collections, bibliographies, and staff services for advanced work but that we should segregate the facilities at present used by young students in our colleges.

By ROBERT A. MILLER

Comments

IT IS DIFFICULT to find matter for critical comment in these three sensible papers. In each there is a willingness to consider segregation of library materials for the convenience of undergraduates. Only with respect to *when to segregate* is there a difference in the positions taken by Mr. Metcalf and Dr. Ellsworth. The latter maintains that segregation is defensible only through the second year of college, whereas Mr. Metcalf believes that segregation is defensible for a four-year program of undergraduate study always with the provision that the central or research collection should be available to the undergraduate.

It seems to me that the difference in the positions taken by Mr. Metcalf and Dr. Ellsworth arises, not out of different interpretations of educational philosophy or trends, but because of local needs and solutions. Specifically, Harvard is committed to a tutorial plan for the four-year undergraduate program. The reasonable and logical library solution is an undergraduate library. The programs of general or basic education under way in many institutions,

with some manner of break at the end of the second year, suggest to Mr. Ellsworth segregation through the second year only. There are several university libraries in the country which have found a local solution in junior or lower division libraries and reading rooms.

If local needs and solutions, therefore, seem to suggest the answer to segregation, how does Dean Stewart contribute? He has emphasized the recent trend of growth and the problems that accompany growth. It is size that forces the university library to segregation—size of library collection or size of student body.

If we can visualize a student body of 75 freshmen, 60 sophomores, 50 juniors, 40 seniors, and 20 graduate students, and the library materials needed by these students during one year, it is clear that segregation is not needed. One library can serve all. This reasoning must prevail at Princeton for an appreciably larger student body than in my example.

The question of integration and segrega-

(Continued on page 421)

Farmington and Beyond

THE importance of the free flow of cultural, educational, and scientific information as one of the critical needs of the postwar world is accepted by informed circles to such an extent that its desirability seems scarcely debatable. The Three-Power Statement on Atomic Energy, issued in November 1945, the Constitution of the United Nations Educational, Scientific, and Cultural Organization, and the proceedings of the Conference on International Cultural, Educational, and Scientific Exchanges held at Princeton University, Nov. 25-26, 1946, all provide supporting testimony. Desire and accomplishment, however, are two entirely different things. As Downs' recent article in *Science*¹ points out, there are many obstacles to overcome before a logically planned and efficient system of interchange can function.

Closely allied to the desirability of a free exchange of materials is the essential need of securing complete coverage of publications from all parts of the world. This problem came into sharp focus during World War II when it was realized that many publications of military and research value were not to be found in any American library. The Farmington plan, projected by the Librarian of Congress and the librarians of Harvard and Princeton in 1942 and now well on the way toward being put into operation, is an attempt to prevent a continuance of this situation by arranging for the acquisition of at least one copy of every publication of research interest by some American library.

¹ Downs, Robert B. "International Exchanges." *Science* 105:417-23, Apr. 25, 1947.

Before the free flow of material envisaged by UNESCO and the Princeton conference and before the complete coverage contemplated by the Farmington plan can be fully accomplished, there are certain difficulties which must be attacked. One of the principal obstacles is the lack of information concerning the publishing output of various countries, as few nations have an adequate national bibliography. This is particularly serious in the case of society and institutional publications which are not listed in the normal channels of the book trade. To overcome this defect and to achieve reasonably complete coverage is a bibliographical task which, according to Downs, will require the fullest "cooperation of UNESCO, the International Federation for Documentation, national governments, national libraries, library associations, pertinent commercial organizations, and any other agencies having an interest in finding a satisfactory solution."

Without unduly laboring the point, it seems obvious that the problem, and the task, is a major one. What, if anything, can the libraries of the United States do to further its attainment? It would seem that nothing short of a considerable change in methods of acquisition will meet the situation.

By and large, the materials acquired by research libraries fall into two major categories:

1. Materials available through the book trade, which are apt to be listed in trade bibliographies and catalogs.
2. Materials issued by institutions, foundations, societies, and other organizations, which

are outside the regular channels of the book trade. They are frequently not listed in national bibliographies, are not produced for profit, and are difficult to locate and acquire. Nevertheless, they form an important bloc of material.

Libraries in general have tended to handle acquisitions in terms of the above divisions. Materials in the trade have been bought through dealers who have, of course, made some profit on the transaction, while the second group has been acquired in a variety of ways usually involving considerable individual effort.

Instead of separating our acquisitions into two distinct groups, as in the past, would it not be possible to combine them so that the profit on the commercial material could finance the bibliographical work needed to handle the noncommercial material? In this way it would not be necessary to seek the aid of foundations or governmental agencies nor would it be necessary to depend upon the cooperative goodwill of the participating libraries on such a large scale. It is true, of course, that the profitable finances the unprofitable to some extent through trade channels now, as dealers handle some noncommercial items on a service basis or as a convenience to their regular customers without charge.

The answer seems to lie in some form of cooperative acquisitions machinery. Although librarians have been noted for their cooperative outlook and have contributed much toward the completion of such monumental bibliographical tools as the *Union List of Serials*, cooperative buying has not reached any considerable degree of development. The most successful example of cooperative buying to date was that conducted in connection with the Carnegie Corporation grants to college libraries.² The bibliographical center at Denver has

acted as a purchasing agency for libraries in its general region and the Consumers' Book Cooperative, operating under the New York State Cooperative Law, served a large group of libraries in many states.³ It seems safe to say, however, that cooperative purchasing in the past has had as its objectives greater discounts and the elimination of unnecessary duplication and has not gained widespread acceptance at the best.

A Cooperative Organization

In order to perform the broader work contemplated, however, a new type of organization, modeled along the lines of a consumers' cooperative, seems necessary. It would differ, fundamentally but beneficially, from previous cooperative organizations in that it would have as one of its primary purposes the performance of bibliographical tasks rather than securing of larger discounts. In order to do this, profits would be plowed back into the business in order to finance the bibliographical work.

As far as its establishment is concerned, it might be possible to secure a grant from one of the foundations to finance the initial organization. If not, perhaps the participating libraries could provide the initial capital by purchasing shares as in the business or industrial world. Once in operation, profits would be used to finance bibliographical projects.

Such an organization would need to have a central office preferably in a center where bibliographical facilities and publishers were concentrated. New York City would meet this specification. American book production could be handled here. As far as foreign material is concerned, it would be necessary to select an agent or agents in each

² Barcus, Thomas R. *Carnegie Corporation and College Libraries, 1938-1943*. New York, Carnegie Corporation, 1943.

³ Bishop, William Warner. *Carnegie Corporation and College Libraries, 1929-1938*. New York, Carnegie Corporation, 1938.

⁴ Wilson, Louis R., and Tauber, Maurice F. *The University Library*. Chicago, University of Chicago Press, 1945, p.62.

country much as the Farmington plan now contemplates. In addition, however, provision must be made for furthering the bibliographical projects. It is suggested here that present organizations be utilized whenever possible if they already exist.⁴ It may be argued that this is not a new proposal, but the plan differs essentially from any existing suggestions in that there would be a full-time staff which, even though small, could devote more time and effort to coordinating existing projects and endeavoring to promote new ones than could any voluntary worker or group of workers.

The success of the plan depends upon the willingness of libraries to concentrate their buying with the new organization. Metcalf has stated⁵ that cooperative buying is apt to interpose another step between publisher and library and hence may increase cost and lengthen the time of delivery. However, many libraries now buy through a dealer rather than direct from the publisher. The proposed organization then would not interpose an additional step but would supplant the present intermediary, the jobber or dealer.

Based upon the experience gained through centralized purchasing in connection with the Carnegie Corporation grants to college libraries, it is not too much to hope a cooperative organization of this kind could be highly profitable and, after a period of operation, would be able to give the same schedule of discounts and still have a surplus for bibliographical projects. According to Bishop,⁶ over a million dollars' worth of purchases for eighty-one colleges were handled at a total expense to the Carnegie Corporation of less than

\$30,000 and at a saving of at least \$150,000 to the colleges. Overhead in this case was admittedly low because the University of Michigan generously provided the necessary space. Barcus⁷ reported on the continued success of the program for teachers and Negro colleges and placed the overhead at about 4 per cent, excluding quarters.

The savings effected by pooling orders has already been referred to in the full realization that the material acquired was mostly in the trade. But why should not a pooling of orders for nontrade materials prove equally as economical?

Greater Farmington Plan

In other words, the proposal here hastily outlined is a variety of "Greater Farmington Plan" which would not only arrange for fields of specialization, and the acquisition of materials therein, but would also operate as a purchasing organization on a nonprofit basis. The parallel with a consumer's cooperative is clear—the corporation is owned by the stockholders, profits are used to expand the business (bibliographical projects) or are returned to the owner-customers on a patronage return basis (the larger your purchases, the greater your return).

The advantages of such a plan are that it would contribute materially toward the twin objectives of securing a free flow of material and complete coverage. By making the profitable finance the unprofitable and by eliminating much of the costly duplicative activity carried on by research libraries in their efforts to find out what has been published and where it may be obtained, there should be a considerable amount of money available for bibliographical projects which would otherwise be dependent upon voluntary cooperation or outside help.

⁴ e.g. The machinery whereby such services as *Biological Abstracts* and the *Zoological Record* now secure their material for listing.

⁵ Metcalf, Keyes D. "The Essentials of an Acquisition Program." *The Acquisition and Cataloging of Books*, William M. Randall, ed. Chicago, University of Chicago Press, 1940, p.91.

⁶ Bishop, William Warner. "Centralized Purchasing for American College Libraries." *Library Quarterly* 7:465-70, October 1937.

⁷ Barcus, *op. cit.*

Why Not Teach the History of the Universe?¹

LET me begin, asking your forbearance, with an extract from the *Iowa Clarion* of Apr. 18, 1947, reporting a conference or symposium held by a number of historians at Iowa City.

Speaking before a selected group of world officials in the Auditorium last night, Professor Howie Notall Binns of Mackenzie University declared that schools and universities should stop teaching the history of the world, and concentrate instead upon the history of the universe. "Unless we understand the abnormal—I might even say the utter—irrationality of the inhabitants of Venus," he maintained, "we shall never be able to deal satisfactorily with similar irrational elements in our own people." Professor Binns went on to say that world federalism could not continue to succeed without careful scrutiny and application of the principles worked out in the long-established federation of the moons of Jupiter, and that our knowledge of overlapping and interlocking historical cycles, a study admittedly in its infancy, would be forwarded to a measurable extent, to our own consequent advantage, by detailed analysis of the successful predictions practised and made use of in connection with the rings of Saturn. "In comparison with the fine results which these older communities have obtained in the control of both human and physical nature," Professor Binns concluded, "we are groping in the dark almost as helplessly as we were two centuries ago."

Professor U. N. Tchuno of the University of Argentine feared that universal war and the end of our civilization might well follow our failure to extend our history courses outside our own puny world limits. "We are now dealing with people," he cried, "who

have never had either a Marx or a Ford, and it is absurd and dangerous for us to continue to waste the precious time of our children by telling them of either. I count 3118—perhaps 3119—civilizations in the history of the universe that have flourished and failed; unless we can discover the reasons for those failures, we shall assuredly end by failing ourselves."

Other members of the audience supported these sentiments, with the exception of a single speaker, afterwards discovered to be one Henry Jefferson of Liberty, Iowa, who was understood to remark that he thought something might be said for teaching Iowa children the history of Iowa. "History begins in our own back yard," those nearest him told reporters they fancied they heard him say before he was placed under arrest and removed from the hall.

An editorial the following day in the great Yukon *Aurora*, considered to have become, since the artificial melting of the polar ice fields through atomic energy, the leading paper of the Western Hemisphere, read as follows:

Some two hundred years ago, after the close of the second of the world wars which convulsed the twentieth century, a courageous group of historians and publicists challenged the primitive practice then in vogue of teaching what was known as American history in the schools. The long and bitter discussion which ensued, in the course of which the defenders of "American history" naturally aligned themselves with the proponents of a narrow nationalism, was not concluded until the police powers of the new world state were invoked. Since that time, now more than a century ago, history as taught to the children of the world has been a powerful inducement to world order and tranquility. The Board

¹ Paper presented Apr. 19, 1947, at the Iowa State Historical Conference held by the University of Iowa at Iowa City.

of Historical Control, a department of the well-known O.W.K. (Office of World Knowledge), has supervised the training of teachers and the publication of textbooks. Its rigid system of school and college inspection has become a model which other departments are striving to emulate. The unfortunate incident which occurred in Iowa City last night should not be regarded as a reflection upon the B.H.C. A few unassimilated elements, as harmless as they are unbalanced, are doubtless to be found in many areas throughout the world.

The primary task before the world state, as the *Aurora* has consistently advocated, is the preservation of universal harmony. We have no hesitation in recommending to O.W.K. serious consideration of those measures presented so ably last night at Iowa City.

With that influential recommendation the editorial ends, and with it this first venture of mine into the tempting field of Utopia-making.

Wrongness of Philosophy

It is probably unnecessary to explain to any group of historians just what is wrong about the very logical philosophy of history advanced by Messrs. Binns and Tchuno and even more by their journalistic contemporary, the *Aurora*. For the three of them, history has at last become one of the social sciences, through the directed use of which human beings can be shaped for the achievement of political ends. The professors, I am pleased to report, still believe in true history—finding out what did happen in Venus—though I fear they also lend their approval to the repugnant processes of state-directed selectivity and dissemination of historical interpretations to which the *Aurora* is so irrevocably committed. I am also moved by the fact that two centuries hence some measure of free speech still exists. Members of the audience could still express opinions, and Henry Jefferson could scarcely have been the only man in Iowa to

show some sentiment, and some understanding of the validity and importance of his sentiment, for the land which he and his fathers had tilled.

In my opinion, history is not one of the social sciences, any more than is music or poetry, and calling it so, and thinking of it so, and teaching it in connection with economics and sociology and psychiatry, as they are conceived today, is one more contribution to the advance of the jungle. You people in Iowa have not seen once productive fields giving way, as in parts of New England, to the wilderness. Subtly, almost imperceptibly, the junipers, the soft woods, the vines creep in, beginning at the edges of the fields and seeding themselves further each season. The man who wants to save one small grass plot, one garden, or one small orchard, must keep wielding the mattock and the ax. Those once productive cultural fields of our Western civilization—the concept of a possible society made up of free, rational, self-disciplined human beings, each one an end in himself, and fulfilling his own peculiar potentialities through service in greater or smaller degree to the community—in upon these fields the jungle is being let. Any observant man, setting himself to look for such evidence, can find it on every side.

Knowledge of Past

We are here concerned with only one of those sides, which has to do with men's knowledge of their past. Recorded history is an extension of one's own experience to the experience of other human beings like ourselves who did the same things we do, though with varying ideas and under varying institutions. This is at once the simplest and the most human and most productive way of regarding history. So regarded, history becomes one means of keeping alive an individual's belief in himself and in

individualism, of helping him select his own historical facts, come to his own conclusions, and so develop his own philosophy of living, of which his interpretation of history forms an essential, integral part. History regarded as social science must inevitably tend towards the standardization—or better, the impersonalization—of interpretations and of the philosophies which arise from them. It destroys that very thing which is the strength and the essence of history: individual differences of opinion based upon the obvious fact that individuals are different. Not the weakness of history, as some social scientists are fond of pointing out, but its glory, lies in such disagreements as Howard Beale revealed in his article on the causes of the Civil War as interpreted by historians, in the recent report of the committee on historiography, written under the auspices—I hate to admit it—of the Social Science Research Council.

The function of the teacher of history, therefore, is to help his students extend their own experiences, nothing else. The moment he starts giving a dogmatic interpretation of his own, especially on those great questions like the Civil War and the fall of the Roman Empire, he sells out to the jungle. When he teaches no interpretation but his own, insists on it, will let no student hazard any other, he is already fit for the staff of the Yukon *Aurora*.

The place to start the teaching of history in this broad and human sense is exactly where Henry Jefferson put it, "in our own back yard," in the prairies and corn fields, which are the Iowa version of New England rocks and rills. Midwesterners are woefully ignorant of Midwestern history.

Midwestern History

A few months ago, a speaker in St. Joseph, Mo., on the occasion of the hundredth anniversary of the chartering of

the Hannibal & St. Jo railroad, told something about the courage and hopes of the men who began it, about its importance to northern Iowa, and of its dramatic significance in the days when all freight and mail, going West, was funneled along that narrow strip of track. At the end of the speech, an intelligent young woman came up and said, "I didn't know that was history. I didn't know the Midwest had a history. I thought history was Plymouth Rock and Bunker Hill." That tragic story illustrates the meaningless results of teaching historical abstractions in a vacuum unrelated to experience. What sense does a Bostonian's view of the United States make to someone from St. Jo? Boston children can be taught about Bunker Hill; all of them have seen the monument and, if they are willing to take their lives in their hands, they can see in the middle of a busy street the cobble-stoned circle which marks the site of the Boston Massacre. An imaginative teacher finds it easy to put a bewigged royal governor on the balcony of the Old State House above that circle, and from there to develop the conflict between Massachusetts and the Crown. The equivalent for St. Jo is Roubidoux's cabin, the pageant of canoes—missionary, Indian, fur trader—on that swift broad river, the steamboats, the Gold Rush, the railroad, the settlers, the Civil War—every one of which ties St. Jo to the rest of the country and the rest of the world.

A couple of months ago the *Chicago Sun* asked the Newberry Library to edit a special Midwestern edition of its literary section, "Book Week," to appear May 4—an issue to be devoted to a series of bibliographical articles which would suggest the best books for the intelligent layman who wanted to learn something about the Midwest. The guest editor invited a number of experts in various fields to contribute

articles. They are good articles, for the most part, but they leave anyone who believes in the value of history a little sad. There are simply not enough books that meet the triple standards of accuracy, readability, and sympathy for the subject.

Cities of the Midwest

Take, for instance, the great city. The Midwest has eight or nine large cities, and the paucity of material on them is pathetic. Compare what has been written about Chicago with what has been written on London or Paris, even after making due allowance for Chicago's youth. There are books on every square in London, on streets, on buildings, and they are being published all the time. One of the most recent is on the natural history of London, beautifully illustrated, written by a naturalist who can tell you what plants grew where two centuries ago and what ones have disappeared, what birds have come and have left the city and which ones remain. An English historian walking along the South Downs with an American companion and seeing a row of beehives in the valley below, remarked, "There were beehives there in Domesday Book." The unity of past and present, the dropping away of the centuries, the identifying of one's own experience with the experience of countless individuals who have gone before—everything that the historian wants who sees history as philosophy, is in that remark. We don't know enough about the Midwest to know it that well.

Again, there are no surveys such as a competent sociologist can make—and even the historian who denies that history should be a social science can find useful material in such surveys—of any Midwestern city except Chicago. Louis Wirth has directed a number of studies of parts of Chicago, but he is the first to say that not only has Chicago nothing like Charles Booth's enormous

study of *Life and Labour in London*; it has not even anything approaching Henry Mayhew's four volumes on London in the 1860's.

Fewer Books on the Midwest

We are turning out fewer books on the Midwest today than we did sixty years ago. If you walk up and down looking at the Midwest shelves of a good library, you are impressed with the number of county histories compiled in the nineteenth century, put out for a commercial purpose, I admit, but better than all but one or two of the few twentieth-century county histories; you are impressed with the histories of towns, the number of magazines that dealt with local history, the pioneer accounts, the autobiographies. The new books stand out like a single black-eyed Susan in a field of mustard—they are so few. And as for the first-rate new books . . . it's an event when one appears. Graham Hutton's *Midwest at Noon* is as unique as it is unusual; even though an Englishman can see some things in the Midwest which escape those who have always lived among them, we ought not have left the entire field to him. The Lynds' two books on Middletown have now been followed by one on Plainville, U.S.A., a little out of the real Midwest belt, but to the best of my knowledge no one has tried to repeat for his own section that wholly charming and delightful book on the Rock River by Colonel Phalen called *Sinnissippi*. For the small town and the farm, as well as the city, we have to depend upon novels, some of them first-rate, like Ruth Suckow's *Iowa Interiors* or Herbert Quick's trilogy. But novels, though they give us the flavor and the social setting perhaps more faithfully than a history can, do not take the place of factual, interpretative histories. For information on many towns absolutely the only place to go is the

W.P.A. Federal Writers Project series of state guides. If any of you have looked through the raw materials out of which the guides were written, as I have done for Illinois, you know how inadequate and unscholarly much of that material is. Once in a while there is a good article in the two hundred odd cubic feet of typewritten copy turned out by the W.P.A. workers, but most of it is both badly written and undocumented.

One reason why such books are not being written is that people are not interested, have never been taught to be interested. But another is the increasing scarcity of documentary materials. Take, for example, and it is another Chicago example, because I know more about Chicago's needs than Iowa's, that most interesting period in Chicago's history, the 1890's, when a tough merchants' town suddenly acquired within the space of a few years a great new university, an art gallery, a symphony orchestra, a couple of libraries, and began a new literary movement. Those were the days when, in the local idiom, Chicago made culture hum. What was the reason for it? A young Yale student, a Chicagoan, investigating the question, came to the conclusion that one man, Charles Hutchinson, probably had as much to do with all these developments as anyone. We inquired about the Hutchinson papers, learned that a few years ago they had been destroyed by his surviving heirs; all, that is, but a handful. When telling a dinner companion one night about this tragedy, I was delighted to hear him say, "Why, I've got Charlie Hutchinson's papers. I saved all there are left." These few papers are all that remains of a man, except the institutions he encouraged, whom many people called the leading Chicago citizen of his time. No one can ever write a life, a good one, of Marshall Field or of Potter Palmer or of almost any one of a

dozen great nineteenth-century Chicagoans. A friend of mine writing a life of Cleveland's chief justice, Melville Fuller, a Chicago lawyer, finds it almost impossible to get what he wants on Fuller's Chicago career. There may be collections of papers for half a dozen men in those years of the city's spectacular growth; we have more information on men in almost any medieval city than on men in Chicago, the metropolis of the American heartland, which today produces nearly half the manufactures and more than half the food in the United States.

Lack of Documents

Leave the men for a moment. Turn to the growth of Midwest business. Once a month or more some public relations officer of a Chicago or Midwestern firm has asked my help in getting a substantial history of the business written. It is a centenary; they are willing to let a good historian write his own ticket, give him all the aid they can, a free hand to go where he wants for facts and to say what he wants—all the essentials as a historian sees them, in short, but one. They have no documents. When it is pointed out to them that no one can write a history without documents, the basic skeleton record of the business as found in the minute books, in the journals and ledgers, and in the correspondence of the chief executives, they reluctantly, sometimes half suspiciously yield, wondering why enough cannot be got out of the newspapers. This is only another example of the absence among Midwesterners of historical-mindedness. One expects it perhaps among ordinary people, like the woman who, cleaning her attic the other day, found and brought in three small books which she hoped might be of value. One of them was a nineteenth-century pocket edition of Shakespeare, worth perhaps ten cents if it had been in

good condition. She was descended from the Chase family of Michigan, who had settled there in the 1830's, and that morning she had burned a bushel-basketful of letters from one of the great pioneer bishops of the Midwest, Philander Chase, founder of Kenyon College. Such destruction goes on daily. Publicity, I think, would help to stop it, and there is no better publicity than that given by school teachers teaching the history of Iowa and the Midwest and working in conjunction with historical societies and college and university libraries.

I have spoken of the paucity of books on the city, small town, farm, individuals, businesses. Look at the history of literature in the Midwest. We have long talked about a Chicago school of writers; there is no book on the subject where there could well be half a dozen. Have you any good book on the Iowa school of writers? Have you any books on Iowa novels and Iowa poetry of the nineteenth century, or on Iowa publications? *The Palimpsest* contains a number of articles on such subjects, but what about books. Is there any study of Iowa architecture? or Iowa presses? of the Iowa theatre? of newspapers? What about a history of political ideas in Iowa, utilizing among other sources those amazing records, the constitutional conventions of the nineteenth century, which sound dull beyond words but are fascinating and lively reading when you bear in mind that in few other countries could as much sound political wisdom have been found as among these Iowa farmers?

Such books need writing, and in a style that will attract readers. It is becoming increasingly obvious that we have two sorts of people doing histories today: the scholar who digs for the facts, can be trusted to turn them up, and whose books are read only by other scholars or would-be scholars; and the professional writer whose sentences

have pace, who catches and transfers to the printed page the drama and color of past events, but whose facts and interpretations cannot be believed because he will not dig. These two ought to be the extremes, with plenty of people in the center. The number of writers both sound and readable rattle around in the center like seeds in a gourd.

Lack of History Books

Here is another reason, then, for the failure of Midwesterners to know themselves. Children in the Chicago public schools are expected to study the history of Chicago at one point in their wobbling career, but there is no history of Chicago they can read. Every so often I get a sad little note from some child asking me to send her some books on Chicago. You have a history or two on Iowa, I know. Are they the kind of histories that, catching the imagination, also initiate a child into the mystery, yet not too involved a mystery, which study of the past teaches: that, though they are individuals, they are also part of the stream?

Tragedy of Twentieth Century

Everything that I have been saying is one man's guess at a solution for what must seem to any historian one of the tragedies of the twentieth century. Here is a great people, powerful beyond belief and committed to the political theory that the important decisions of government, in domestic and foreign affairs, must be also the decisions of the majority. Those decisions, during the last twenty-five years, have been, to use the kindest word, erratic. If they continue to be as erratic for the rest of the century, we shall be known as the people who achieved both the greatest success and the greatest failure in history. Almost any real historian, even a prejudiced one, knows

(Continued on page 426)

A Pamphlet Method for Research Libraries

Where should I put that wonderful tame lion? Under "Animals Wild?" Certainly, or, perhaps under "African Beasts of Prey?" No . . . let's see . . . that lion wasn't in a zoo, nor was he in Africa. He was in some kind of carnival or circus. That's it! "Circus." Of course, I could have cross-filed it under those various categories. It was terrific! So I decided: "I'll just let the beautiful lion lie here on top temporarily. I'll arrange everything later. In the meantime it can stay right here. On some rainy Saturday night I'll reorganize the whole collection."—George Grosz's *Autobiography*

THE EXTENT and nature of pamphlet treatment by the research library should be determined by the following factors: the cost of processing and maintaining in relation to the importance of the material for that library, and the peculiarities of physical makeup and utilization which dictate specific techniques.

Whether or not pamphlets are important in such a library can be decided on the basis of their possession of certain values: those of reference and research. The modernity and reliability of the specific pamphlet will determine if its factual data, its hypotheses, opinions, and arguments will be utilized as the author intended, or for secondary artifactual purposes.

An empirical survey of thousands of unanalyzed pamphlets in the Hopkins Transportation Library at Stanford University, which cover a period of forty years, revealed that their values were generally parallel with those of the book collection in

type but on a lower critical level. The propagandistic broadside of the early pamphleteer has been supplanted to some extent by the more subtle "public relations" product of organizational derivation. The non-partisan current events brochure is a recent developing phenomenon. The intent of most pamphlets, seemingly, is to convince, to sway, whether by manipulation of emotional stimuli or by mobilization of logical argument on an elementary plane.

It is apparent that pamphlets are not valuable enough, barring an occasional exception, to accord the full elaborate treatment of conventional cataloging. To most writers on the subject, this means that a dichotomy is set up: full cataloging or none.¹ Our purpose is to inquire what happens to this neat division of possibilities if, by using unorthodox methods, a library is able to achieve nearly all the bibliographical objectives of complete cataloging and at the same time to process seven to ten pamphlets at a cost comparable to that of preparing one book.

There are two alternative methods of making pamphlets available. The first might be called the method of arrangement, wherein the location of the pamphlet within

¹ One such example is the following: "If the information to be obtained from pamphlets is of a general character, and the entire collection is used to furnish material on a topic but not specific items on that topic, the Information File, or the shelved pamphlet collection is the best means of handling them. If on the other hand, these pamphlets are to be used for research purposes, and to corroborate and supply specific data or specific topics, the best process is to catalog them and shelve them with the book collection." Smith, Mrs. Margaret G. "Solving the Problems of a Pamphlet Collection." *Special Libraries* 28:77, March 1937.

a group of pamphlets or other materials is employed as its single finding device; the other utilizes arrangement as one of several coordinate factors.

In the first alternative method, the position of the individual unit within the system may incorporate several steps of subordination by the use of tabs, markers, colors, or numbers, but its basis is defined as self-indexing and no auxiliary aids are used. Examples are: vertical files divided primarily by subject and secondarily by author; pamphlets shelved into a formal classification scheme by number and author subdivisions, or by this classification separately; pamphlet box collections divided downward by subject and author, or by date, subject, and author, or by any other sequence of filing. The characteristic of this method is that there is one primary avenue of approach to the pamphlet, and in each case it is a physical approach. The secondary devolution is always dependent on the main principle of division. Finding a pamphlet by author in a vertical file divided initially into subjects, for instance, is dependent on first knowing or guessing the specific subject of the pamphlet.

How efficient is this bibliographical method of arrangement in terms of the needs of the research worker? There is a queer inverted logic at work in the language of those who defend it. The usual explanation begins by finding it a necessary if unfortunate departure from fuller indexing techniques. The expedient forced into being then gradually achieves excellence in its own right and finally theoretical superiority. The vertical file is the most popular exemplification of the "arrangement" principle; and here are some ideas from proponents of the pamphlet file expressed by Amerine,²

Condit,³ Dickey,⁴ Fairfax,⁵ Hall,⁶ and Ireland:⁷ (a) a dictionary arrangement is possible, (b) the vertical file has greater simplicity, (c) it is convenient to use, (d) it is a time-saver, (e) it is a space-saver.

Examination of Concepts

A detailed examination of these concepts does not support the combined premise, argument, and conclusion which each incorporates.

(a) A dictionary arrangement is possible. A dictionary arrangement of what? Presumably, an arrangement in alphabetical sequence of subject headings typed on the tabs of pamphlet folders. As such, it will be obvious that this dictionary arrangement has the same perplexing characteristics as an alphabet of subject headings on cards or in printed indexes and that it has fewer helpful ones, since the individual pamphlet can be placed in only one folder. This is not to say that the subject approach is not central in creating accessibility to pamphlet material. The question is, for the research library, whether this limited subject approach is adequate in itself.

(b) The pamphlet file has greater simplicity. The indefinite comparative of this slogan, like those in cigarette ads, has emotional appeal hard to beat down. However, an analysis of the context usually reveals that it is "simpler" than a grouping by class number, often a Dewey scheme, *without additional finding aids*.⁸ Since most people cannot know classification notation in detail by memory, the comparison

² Condit, Lester. *A Pamphlet about Pamphlets*. Chicago, University of Chicago Press, 1939.

³ Dickey, Philena A. *The Care of Pamphlets and Clippings in Libraries*. White Plains, N.Y., H. W. Wilson Co., 1917.

⁴ Fairfax, Virginia. *Pamphlets and Clippings in a Business Library*. San Francisco, 1921.

⁵ Hall, Wilmer L. "Arrangement and Disposition of Pamphlets and Clippings." *Virginia State Library Bulletin*, v. 13, no. 1, 1924.

⁶ Ireland, Mrs. Norma O. *The Pamphlet File in School, College, and Public Libraries*. Boston, F. W. Faxon Co., 1937.

⁷ Smith, *op. cit.*, p. 77.

⁸ Amerine, Elizabeth. "The Clipping and Pamphlet File." *Wilson Bulletin* 9:113-19, November 1934.

hardly seems fair. Nevertheless, the simplicity of the pamphlet file is largely illusory. It is not sufficient to alphabet a group of folders. There are all the usual problems attendant in the locating of material: (1) If the subject is complex or if there is more than one subject in a pamphlet, the problem is that of assigning the "proper" heading, and any choice may prove invalid for a great number of users. The card subject file, it will be recalled, can place an item under many headings.⁹ (2) If there are variations of heading, inversions, etc., cross references are needed. (3) If the file becomes large enough, the confusion of places to look in an alphabetical listing of subjects (which does not juxtapose similar subjects) can become so great that it will render the instrument incapable of use in its so-called "self-indexing" state. That this confusion is not altogether a theoretical extension of a priori reasoning may be tested by examining an article by Amerine¹⁰ and the subsequent series of letters and retorts published in the same volume of the *Wilson Bulletin*. Miss Amerine makes the rather wistful observation that the pamphlet file will not work without auxiliary aids. She recommends a card catalog of headings and references to supplement the vertical file. "One quickly sees the value of a catalog by noting these references, and how it would be impossible to serve efficiently without one," she writes. Later in the article she advocates making a few title cards—"For pamphlets which we believe would be asked for by title." Her correspondents assured her that cross references could be put directly into the vertical file.

⁹ Thus Hall finds that "the content of an item, which ordinarily would be covered in cataloging by the several subject headings which apply, may indicate a compromise in assigning the one subject heading for filing as there is no practicable means of bringing out each subject unless the item is fully cataloged." *Op. cit.*, p. 8-9. The italics are ours, and this paper is a commentary, in a sense, on the matter italicized.

¹⁰ *Op. cit.*

They did not attack the more basic questions. The central point remains: the vertical file is not the simple instrument it appears to be.

Convenience

(c) It is convenient to use. If the file is adequately cross-referenced and sufficiently small, it may be convenient to use if the approach is from subject only and vague enough to be satisfied with a partial exhaustion of resources of the file. If a research worker is looking for a specific pamphlet or a subject varying from the subject heading assigned or if he is interested in seeing the adjunctive book literature at the same time, it cannot be called a convenient tool, for him.

(d) It is a time-saver. Depending on how many aids are developed to render it convenient to use, it wastes the time of the researcher in varying degrees. For the staff, its time-saving qualities must be balanced against its usefulness and the cost of other methods.

(e) It is a space-saver. The vertical file does not save space in the research library. It makes inefficient use of floor space in comparison with ordinary stack shelving. In a research library where the collection of ephemera is growing constantly and cannot be pruned in the cavalier manner common to public library files, the space problem of batteries of steel drawers, and their costs, are matters of some concern to librarians.

It may be objected that the arguments here refuted are those constructed by public librarians whose use of pamphlet literature is less precise than that of research librarians; however, a more fundamental defense of the "self-indexing" principle for pamphlets, and one which is concerned only with research libraries, can be found em-

bedded in a brilliant paper by John Lund.¹¹ It is desirable to quote at length:

Since this type of material (pamphlets and similar items) will not be listed in the author-title catalog, it can go directly to the reference librarian who can supervise its shelving in a special room or section of the stack and make whatever lists or indexes may be necessary. In time these collections will develop into what may be called research collections and will include a great deal of material that belongs much more properly in such a collection than in the general stacks. For this type of material, then, the reference librarian, with the help of his shelf arrangement, actually takes the place of the subject catalog. And it is quite probable that he will be of more help to research workers than any subject catalog could ever be.

This argument begins with the assumption that pamphlet material is overwhelmingly "research" in nature; "it is material that is not referred to by any specific reference and which has lost its originally intended significance and is important for some other reason." This peculiar nature (in passing, it might be pointed out that the two supposed ingredients of research material do not necessarily appear together) is given as justification for separating it from other "stack" materials, for arranging it by subject, and for working from the arrangement without auxiliary aids (an adequate description of the "self-indexing" method). No subject cataloging is contemplated although separate lists and "indexes" are allowed. (For the word "indexes" we read "bibliographies," since if what are meant are actually indexes—detailed subject, author, title, or added entry indexes—then the entire thesis is reversed and the resulting treatment is approximately that of conventional cataloging.)

There are several criticisms which can

¹¹ Lund, John J. "The Cataloging Process in the University Library: A Proposal for Reorganization." *College and Research Libraries* 3:212-18, June 1942.

be made of these ideas. The pragmatic approach to pamphlet literature, in the first place, does not justify its being called exclusively "research" material in the sense Mr. Lund indicates. Even assuming that it is predominantly of this character, however, it does not follow that particularized reference will not be made to it. There is an important and valid distinction between going to a pamphlet for a certain fact (which, let us say, is now discredited) and going to that pamphlet by author citation or title citation or variegated subject approach in order to utilize the discredited fact in research. It is crucial that, regardless of the ultimate intent of the scholar, the approaches to written sources remain approximately the same. The object of a modern researcher in examining a pamphlet on a system of control for flying machines by James Means may not be to adopt the principles therein expounded as a scientific basis for experiment, but he will be grateful for all specific approaches which guide him to it.

The fact of the matter is that, although pamphlet material is not primarily reference material, the unit pamphlet may be designated or "referred to." The fallacy would seem to be that of confusing the nature of the instrument with the nature of its employment. In view of the enormous masses of source materials now pouring into circulatory channels, it is not evident logic to hold that a reference librarian with the aid of a shelf arrangement and bibliographies can offer satisfactory assistance to scholars who are scarcely able to devote time to a leisurely browsing for evidence or point of view. The British Ministry of Supply found it imperative to set up, by machine methods, a subject index concurrent with their descriptive cataloging process in dealing with the flood quantities of German research material in aeronautics which came

out of the war. It seems obvious that the bibliography, valuable in its proper sphere, cannot replace "objective" subject cataloging as a finding device. This is true because the bibliography is a functional tool, and it is most efficiently utilized in conjunction with a job of research from a particular vantage point, as the research is proceeding. The bibliography as a method can never fully open up a library of pamphlets, however restricted, because the points of view of research are infinite. Objective subject

its pamphlets available through these channels: diverse subjects, shelf arrangement, shelflist, author, and an indirect approach to title. It is an inexpensive technique by almost any standard.

A. Pamphlets are classed rather broadly (for this library) by divisions in the regular classification scheme used for books, in this case the Library of Congress classification. In any specific grouping, each pamphlet is marked with the same class and cutter numbers, for example:

HE1081 Zp	(indicating pamphlet material on the subject of government ownership of railroads in the United States. The cutter mark Zp puts the pamphlets at the end of the particular grouping; the p separates pamphlets from other Z cuttings.)
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cataloging has plenty of faults (subject headings must always be outdated and annoying to the specialist so long as reliance is placed on laboriously establishing their authenticity and laboriously changing them when usage has already moved on) and it cannot perform the task with full competence, but it is on the whole a much more adequate method since it looks at materials from broadly convergent and uniform points of view, decided upon in advance.

Solution of Treatment

It is clearly incumbent upon the research librarian to devise some solution for the treatment of ephemera other than that of unsupplemented physical arrangement: a method which offers not merely one "simple" path to its subject matter but as many diverse approaches as is economically feasible. This method should arrive at a balance between the relative value of the individual pamphlet in the context of other library resources and the total costs of acquiring, processing, storing, and servicing.

The technique employed at Stanford in the Hopkins Transportation Library makes

B. Pamphlets are housed in containers which will obviate the usual physical difficulties and which will serve as unit receptacles for the class groupings. If there are only a few items in a particular grouping, they are placed in a boarded manila envelope until the class grows larger. They are then transferred to a closed pamphlet box bearing the same broad number. The envelope may be used over again. If space considerations are not paramount, the pamphlet box may be used from the first. If the box in turn becomes full, a decision is made whether to bind this grouping or to extend its alphabet into a second box. The decision does not affect the indexing records.

Pamphlets are arranged and stored in this fashion because the juxtaposition to other allied materials in the classification is an important reference factor and because employing the regular shelving in lieu of specially manufactured receptacles, such as vertical files, usually saves space and expense.

C. Pamphlets are recorded and indexed in the following steps:

1. The shelflist card represents a par-

ticular class grouping and may be considered the *main* card. It is a unit card and its face looks like this:

HE1081 [Pamphlet material on the subject of government ownership of railroads in
Zp the U.S.]

2. The verso of the shelflist card records the authors (or titles where there are no authors) of the pamphlets in this grouping and the subject headings which develop from these pamphlets. It traces the author (briefly) and the subject cards which are made from it:

I. Baldwin, L. W.
II. Doak, W. N.
III. Hurley, E. N.
IV. Pinchot, A. R. O.

ars but for their own procedural ease in checking references and acquisition lists for holdings.

3. These cards are filed in the union catalog of transportation materials.

D. The economies which accrue from this technique may be designated as follows:

1. Subject cards are originally made because of specific pamphlets, but are not tied to them, and instead represent the entire

1. Railroads—Government ownership—U.S.
2. Railroads—Government operation—U.S.
3. Railroads and State—U.S.
4. Railroad policy—U.S.

Railroads—Government ownership—U.S.

HE1081 [Pamphlet material on the subject of government
Zp ownership of railroads in the U.S.]

Baldwin, Lewis Warrington, 1875—

HE1081 [Pamphlet material on the subject of government
Zp ownership of railroads in the U.S.]

Each subject card is stamped, "FOR FULLER LISTINGS SEE SHELF LIST"

The reverse of each author card shows the titles in *this grouping* written by the author. Pagination and date, together with title, identify specific pamphlets in the great majority of cases. Librarians working with pamphlets come to realize that such identification is important not only for the convenience of schol-

class grouping. As pamphlets are added to a class number, subject cards accrue until the grouping is focused by a ring of applicable subject headings. Also, as the number of pamphlets increases, each heading serves a more diffuse purpose, in proportionately

Government ownership of the railroads.
(1924, 10p.)
How can the government operate the railroads?
(1926, 21p.)
What public ownership really means.
(1924, 11p.)

increasing utility.

2. Author cards are prepared, not for each title, but for each class grouping. Once made, a specific author card reports automatically any subsequent pamphlet acquisition of this author in the grouping. (Added entries and title cards are not a usual feature of the system at the Hopkins library. However, such entries may be

handling. (1) Considerable space may be left between tracings on the reverse of the shelflist and author cards. New authors and titles may then be intertyped on their respective lists. (2) Tracings may be added as they appear, without regard to alphabetizing. If it is decided, finally, to bind the contents of a certain pamphlet box or group of boxes in a class number (as

<i>First Pamphlet</i>		<i>Ten Pamphlets in One Grouping</i>		<i>One Hundred Pamphlets in One Grouping</i>	
Shelflist	—1	Shelflist	—1	Shelflist	— 1
Author	—1	Authors	—8	Authors	—52
Subjects	—2	Subjects	—9	Subjects	—20
	—		—	Titles, Added	
	4 cards		18	Entries, Etc.	—15
		<i>Per Pamphlet</i>			—
		<i>Average</i>	—1.8 cards		88
				<i>Per Pamphlet</i>	
				<i>Average</i>	— .88 cards

<i>First Book</i>		<i>Ten Books</i>		<i>One Hundred Books</i>	
Author	—1	Author	—10		
Shelflist	—1	Shelflist	—10		
Title	— .5	Titles	— 5		
Added entries	—1	Added entries	—10		
Subjects	—2	Subjects	—20		
	—		—		—
	5.5 cards		55		550
		<i>Per Book</i>		<i>Per Book</i>	
		<i>Average</i>	—5.5 cards	<i>Average</i>	—5.5 cards

treated functionally as separate, additional "authors" in this scheme, without altering any of its other features.)

3. Shelflist cards summarize their authors on their reverse sides, and the respective author cards summarize their titles, thereby providing convenient bibliographical listings and proper tracing mechanism. If a large collection of pamphlets is cataloged in one operation, as is being done at Stanford, it is possible to arrange these listings in alphabetical order. Current additions, however, do not respect the alphabet in their order of arrival and there are two main alternatives which may be considered in their

Series I of that grouping), its shelflist tracings and its author card tracings for that class number may then be conveniently alphabetized and retyped. The second alternative is followed at the Hopkins library, since no great inconvenience is felt by its users and since the first method is wasteful of card space and eventually ends in the same dilemma which it attempts to contravert.

4. The shelflist card is a unit card and may be reproduced cheaply by hectograph or mimeograph. Since the individual pamphlet is not the unit, a large number of cards may be run off at one time for prob-

able future increases in each class grouping. The mimeograph master may even be stored if it is felt desirable.¹²

5. The flexibility of the system is such that any number of desired deviations may be made without interference with its basic principles. At Stanford, for instance, pamphlets of relative insignificance for research purposes are merely assigned class numbers and filed in their appropriate containers. No author listing is made (unless one exists by virtue of another previously handled item) and no title tracing is made on the author card; if it exists. The approaches to these pamphlets are therefore by subject headings and classification only. If it is not considered that their value has been augmented by the passage of time, they are

¹² It should be emphasized that L.C. cards have no functional place in this system. The economies which accompany pamphlet cataloging from the shelflist as main card are lost when the author unit card enters the picture. This is not to say that the informational content of the L.C. card cannot be utilized in establishing the entry and selecting subject headings.

discarded ultimately when the class grouping is reviewed for binding. No records need be destroyed, since none were prepared for these pamphlets as individual units.

6. An increasing economy is effected as the pamphlet collection develops. Subject headings soon "saturate" a class grouping until, after a certain point, few additions are required in that category. Authors who write pamphlets are often prolific in the medium and in their particular subjects, and their entries, once established, need not be repeated. A more exact understanding of the relative costs involved in cataloging a pamphlet in this fashion can be arrived at by comparing the number of cards required with those required in the cataloging of books, which is shown on page 420. (These averages are random samples taken from the Hopkins Transportation Library catalog; they are rough intentionally, for illustrative purposes.)

Comments

(Continued from page 404)

tion is, therefore, not one that can be settled without reference to size and to local interpretations of method. For each institution the matter of segregation will be more determined by the local situation, including size, than by any other consideration.

Experimentation which seeks to improve instruction or library service to large groups may be helpful, but there is no consensus of educational thinking to indicate a final method. Meanwhile, it will not be mark-

ing time to reaffirm our faith in the individual character of education, the association of student with teacher and of student with book. Each of us must seek the practical way of making library materials convenient and useful to him. To this end we cannot give too much attention to the selection of library personnel. Our employees must be the most responsive that we can find. The success of our libraries is an aggregate of individualized personal service.

University of Illinois Library Programs

By LEWIS C. BRANSCOMB

The Radio Program

EARLY IN 1945 the library of the University of Illinois was invited to sponsor a weekly radio program over the university's own station, WILL. The responsibility for providing thirty minutes of educational stimulus week in and week out was not considered lightly, but the library felt that here was an opportunity, which should be seized, for extending its public relations efforts. Therefore, after discussion and careful study, the invitation was accepted and the first program was set for Wednesday, Feb. 14, 1945, from 2:00 to 2:30 in the afternoon. The time of the program was changed several months later to 2:30 to 2:55.

From the beginning the program has been a joint project of the library and the library school. Since several other public relations programs were already handled by the librarians' association, official staff association of the library, it was decided that the new radio program should be operated under the aegis of this organization. The librarians' association appointed a committee of six persons selected from the library staff and the library school to assume all responsibility for planning the programs, securing speakers, and working with the staff of WILL. The writer was designated chairman and served in this capacity until October 1946. The present chairman is the circulation librarian. Replacements of committee members have occurred from time to time, but continuity has been achieved by the fact that three committee members of the original six still serve.

The series was christened "The Library Presents—." The director of the library and library school gave the first broadcast, which was concerned with the beginnings of books. An appropriate exception to the general policy of not scheduling speakers for repeat broadcasts has been made in the case of the director who thus far has been featured on the first broadcast beginning each season.

What Type Program?

In deciding upon the kind of program to be offered, the committee was guided by several considerations:

- (1) The university and the library are educational, not recreational, institutions
- (2) WILL, operating on an assigned frequency of 580 kilocycles, is an educational radio station with a power of five thousand watts which enables it to cover well all of Illinois, except the metropolitan area of Chicago and the western part of the state beyond Springfield; western Indiana also receives a strong signal
- (3) Being scheduled in the middle of the afternoon the program must be adapted largely to housewives, shut-ins, and a miscellany of other individuals who have access to a radio at this time of day
- (4) The university provides an almost inexhaustible supply of scholars and experts who are capable of speaking authoritatively on a large variety of subjects and many of them are glad to link their subject fields with the library.

In addition to these considerations, the committee was unanimous in rejecting the book review type of broadcast as a regular vehicle, although such a program is offered occasionally. A typical broadcast features a talk by a teaching professor, a research man, or a librarian, who speaks on some subject of educational value on which he is an expert. If a given broadcast does not deal specifically with a literary subject, the speaker usually brings in the library or refers to the literature of his subject. Titles of some of our best received broadcasts include:

Lenten and Easter Reading
A University Library Tour
The Country Editor
Christmas Books for Children
The Architecture of Libraries
Progress Towards Peace
Toward Mental Health
Authors, Books, and Libraries

"The Architecture of Libraries" was an excellent broadcast dealing with the architecture of smaller libraries and was given by Alan K. Laing, of the University of Illinois Architecture Department. It was subsequently published in the June 1, 1946, issue of the *Library Journal* and in the June 1946 issue of *Illinois Libraries* under the title "The Architecture of the Small Library."

The last title in the above list was a broadcast by Carl Van Doren who happened to be in his home town of Urbana in December of 1945 long enough to make a transcription for "The Library Presents—."

This program was rebroadcast from WILL on Sunday morning following its original presentation Wednesday afternoon. Several other programs in the library series have been broadcast a second time.

Details of Management

The series is on the air each Wednesday from October through June. Up to the time of this writing not a single broadcast has been canceled, although the committee holds a substitute program ready for such an emergency. Memories of absent-minded professors are jogged on Tuesday before the Wednesday broadcast. The library maintains a file copy of each program broadcast, either in the form of a typescript or a phonograph transcription. Members of the radio committee and other interested librarians listen to the weekly broadcast in one of the library offices, after which letters of appreciation are written by the chairman to the speakers.

It is difficult to estimate how much "The Library Presents—" contributes to the over-all public relations program of the library and the library school. Certainly fan mail from listeners is not heavy. But this is probably true of most educational programs on university stations. However, in addition to the benefit to the library resulting from heightened interest among listeners, there is little doubt that the contact made between the library and the various speakers and between the library and WILL publicizes the library and its services.

The Library Hour Program

PUBLIC relations work, a "must" for the public library, is also important to college and university libraries in establishing friendly relationships with students and faculty and in informing them of their resources. With this consideration in mind, the Librarians' Association of the University of Illinois Library in January 1944 created the Library Hour—a series of weekly programs held every Wednesday afternoon between the hours of five and six. The purpose of this program, as stated by the original committee in charge, was "to stimulate reading on various topics by presenting reviews of one particular book or a group of reviews on one particular subject." To aid in accomplishing this purpose, recommended books on the subject were to be exhibited and a brief mimeographed book list distributed to the audience. Speakers were selected from faculty, staff, and townspeople. Although the main qualification was knowledge of the subject, regardless of university connections, most of the speakers were chosen from the faculty and staff for the obvious reason that they were more likely to be subject specialists than were local residents not connected with the university. Special interests and talents of faculty wives were also utilized and provided some excellent programs.

The series was held at first in a book-lined reading room with a seating capacity of thirty. The atmosphere here was pleasant, but the crowds soon overflowed and it was necessary, therefore, to move to a less attractive lecture room which had a sufficient number of seats.

As now organized, a committee of five staff members decides upon subjects and speakers and manages the rather numerous

details of the weekly programs. Since the University of Illinois has a large faculty and staff, there is never a dearth of potential speakers. Several approaches in making a choice are used. Sometimes a speaker is asked because he is a recognized authority in a certain field, or sometimes, in complete reverse, a subject seems timely and an authority on it is sought. Frequently, too, the personality and popularity of the speaker are the basis for his selection. Now and then the plans of the committee go completely awry. A chemical engineer, famous for his work on explosives, was requested to discuss this field as soon as the government lifted its ban of secrecy. He accepted the invitation, but asked that he be allowed to talk on his recent travels rather than on any phase of chemistry. On another occasion, a zoologist, when asked to show his reputedly excellent film on Eskimos, wanted to speak instead about tropical plants and animals. As goodwill is an important aspect of the program, the committee accepts such changes philosophically, having learned that it can generally rely on the judgment of the speakers.

In certain cases it has been difficult to live up to the original purpose of emphasizing books and other library materials. Some topics, because of their very timeliness, preclude the possibility of any association with literature. At both times when talks were being given on atomic energy and radar the government had just lifted its censorship and practically no printed materials existed. When the new drug streptomycin was discussed by a soil chemist who had made outstanding contributions to its development, the only literature on the subject consisted of a handful of articles

in scholarly journals. Frequently, too, the speakers talk from their own experiences rather than from books. A professor of political science who had attended the San Francisco conference was asked to give his impressions immediately upon his return, when the only existing literature was in periodicals. Faculty members sent to investigate postwar conditions in foreign countries have frequently spoken on the program before sufficient printed material was available to make up a popular bibliography, much less to attempt an exhibit. Whenever possible, however, the committee attempts to correlate each talk with literature by displays and book lists and urges the speakers to mention pertinent literature when such literature exists. In any case, it is evident that for better or for worse the Library Hour has developed into something other than the conventional book review. On the whole, the committee feels that the change has been for the better, since some extremely good programs have resulted.

Variety in Programs

A number of the talks have been illustrated with slides, films, and recordings. Occasionally, the program has consisted almost entirely of recordings, films, or a combination of both. Reading from the works of various authors is another type of program sometimes used.

Naturally, there are considerable details to be taken care of in order to keep a program of this sort going. Speakers must be invited, notices printed and posted around the campus well in advance of the program, smaller notices sent to university personnel, someone found to introduce the speaker (this is always done by a member of the library staff), publicity written, motion picture machines operated and slides shown when necessary, book lists made up, and exhibits gathered and arranged. Fortu-

nately, some of these duties such as the posting and mailing of notices and certain aspects of publicity are taken care of automatically by the library administrative office.

After a period of three years it is possible to draw certain definite conclusions about the Library Hour. In the first place, it is successful. This statement is based on the fact that the average attendance has been 66 (with an unfortunate minimum of 14 and a hectic maximum of 216, when crowds overflowed into the corridors). Although sixty-six may not seem a phenomenal number of people in terms of the size of the faculty, staff, and student body, it compares favorably with the size of audiences at other programs of this type in the university. The committee has tried to analyze the series in terms of audience appeal, and it appears that:

1. Certain speakers will attract a crowd regardless of subject.
2. Audio-visual programs, especially records and films, are popular.
3. Attendance is a seasonal affair, with first-semester programs drawing more people than second-semester ones, when work has piled up and spring weather competes with even the most popular speakers.

The committee suspects that lighter programs bring larger audiences than heavier ones, but so many other factors enter in, such as popularity of the speaker, the weather, and the pressure of outside work, that it is difficult to be certain. Nevertheless, more talks on literary topics are being presented this year and greater use of films and records made than in the past.

Type of Audience

As to the nature of the audience, there are always a few people who come regularly regardless of the topic, but in general the composition differs with each program,

according to subject and speaker. By far the greater percentage of the audience consists of staff, faculty, and graduate students, with never more than a handful of undergraduates except when music or films are featured, and even then university personnel and graduates predominate. This may be partially due to the fact that all dormitories and organized houses serve dinner at half-past five, but experimentation with four-thirty to five-thirty meetings for the Library Hour did not show any difference.

The committee has also discovered that the size of the audience is no criterion of the success of the individual program. One of the best examples of this fact was a talk on the cooperative movement which drew only about twenty people. These twenty, however, engaged the speaker in a lively discussion which lasted about half an hour after he had finished his lecture.

The Library Hour program correlates with another of the public relations programs of the university—"The Library

Presents—," a weekly half-hour radio program over the local university station. The radio and lecture programs are frequently able to make use of each other's speakers.

As a whole, the librarians' association feels that the Library Hour has more than justified the rather considerable work involved. In addition to the value of the program as a source of information to about 2000 different people over a period of two years (a total of approximately 3500 have attended), it has also taught the various committee members a great deal about the workings of the university—its departments and its personalities.

While a large university with its wealth of talent is a reasonably easy field for a series of this sort, it is probable that an even greater need might exist in a smaller school where there are fewer outside events. In any case, such a series, if well planned and publicized, can do much to foster the goodwill of faculty and students toward the library and its staff.

Why Not Teach the History of the Universe?

(Continued from page 413)

what we lack—a sense of continuity and of balance and understanding of human beings organized into societies that move through time. He knows also the remedy, which is historical-mindedness.

In suggesting that historical-mindedness begin at home, in the back yard, I do not mean that it should stay forever in the back yard. There is a front yard too, and the

street which passes by leads to the ends of the earth. Every Iowan ought to follow that street as far as his time, his interest, and his sense of duty propel him. If, at last, it leads him to the rings of Saturn, I am all in favor of it. Why not teach the history of the universe? But not at the outset, not as an abstraction, not until, knowing the history of Iowa, he has history in his blood.

Correction

In the July issue, Part I, p. 259, it was stated in the article on "College and University Library Statistics" that the previous statistics had been published in the March 1943 issue. It should have read "March 1944."

Recruiting and Developing a Library Staff

DURING the past two years the Louisiana State University Library has received many inquiries regarding its classification and pay plan for the library staff. The purpose of this article is to describe this plan and to show how it has been developed to create conditions which it is hoped will be favorable to attracting a staff member of high quality to the library's service.

Administration

All matters relating to personnel for the student, clerical, and professional staffs are centralized in the office of the assistant to the director. Prospective student assistants are interviewed in this office, referred to library supervisors, and, if satisfactory, assigned to positions in the main and branch libraries. Members of the clerical staff are employed through civil service in accordance with regulations established by state law. The assistant to the director has also the primary responsibility for selecting and recommending professional staff appointments and for administering the personnel policies.

Selection

When a vacancy occurs the assistant to the director and the head of the department concerned prepare a description of the general character of the position to be filled, the duties to be performed, and the qualifications considered necessary in the person appointed. If the vacancy is in a branch library, the opinion of the dean or director

of the college, school, or department concerned is usually requested. The description of the position of librarian of the college of education library, reproduced in Form I, is an example.

FORM I

Librarian of the College of Education Library Louisiana State University

The college of education library, containing some six thousand volumes, serves the faculty, graduate students, and undergraduates in the college, which includes the department of health and physical education. One of eleven branch units on the campus, it is administered by the main library. The staff consists of a trained librarian and student assistants.

Duties

1. To assist students in the college to locate and select materials and to use indexes, bibliographies, etc.
2. To serve as a member of, and secretary to, the library committee of the college, assisting in the selection of materials and the preparation of orders.
3. To prepare bibliographies of educational materials for various persons and agencies, particularly teachers and administrators in Louisiana schools.
4. To assemble and to supervise the use of materials for various graduate courses, particularly workshops and short courses during the summer term.
5. To advise with graduate students who are doing study and research in the fields of education and health and physical education.
6. To keep statistics and compile reports on library use.
7. To supervise student help.

Qualifications

1. Professional.

a. Graduation from an approved college or university, with a major in the field of education; advanced work in education is desirable, but not essential.

b. One year of training in an accredited library school.

c. Experience in school, college library, or reference work is highly desirable.

2. Personal.

a. Ability to secure the confidence of students and faculty members served by the library.

b. Initiative and dependability.

Salary and Status

1. Salary range, \$2400-\$3400.

2. Automatic increases of \$100 every other year; possible merit increases for work of outstanding quality.

3. Senior librarian status, with the equivalent academic rank of instructor.

Date _____

The job description has a threefold function: (1) it helps the officer in the library school or other placement agency from which recommendations are solicited to suggest suitable and qualified people for the position; (2) it tells the applicant frankly and fairly what is expected of the librarian and what he may expect in terms of salary, status, and promotion; (3) it helps the librarian to decide, when applications are received, whether or not a candidate is fitted

for the particular position. One additional item which facilitates comparison of the qualifications of several candidates is the biographical data sheet which each candidate is requested to submit. This form includes the usual vital statistics, together with information about experience and publications.

During the course of the normal correspondence between the assistant to the director and the candidate who is selected to fill a position, many of the applicant's questions regarding status, salary, and possibilities for promotion are answered adequately. But the total picture of his privileges and responsibilities as a member of the staff is presented only in the staff code, a copy of which he receives when he reports for work.

The Staff Code

The *Revised Policies Governing the Classification, Compensation, Tenure, and Leaves of Absence of the L.S.U. Library Staff as approved by the Board of Supervisors, May 26, 1947* (hereinafter referred to as the staff code) classifies library positions under five grades or ranks: assistant, junior librarian, senior librarian, assistant librarian, and associate director. Because of the difficulty of correlating exactly the requirements and responsibilities of the li-

TABLE I
Library Rank, Compensation, and Equivalent Academic Rank

Library Rank	Salary Scale	Equivalent Academic Rank
Assistant (subprofessional)	\$1600-1900	
Junior Librarian	2000-2300	Assistant
Senior Librarian	2400-3400	Instructor
Assistant Librarian	3100-4100	Assistant Professor
Associate Director	4200-5200	Associate Professor

library staff with those of the teaching faculty, the relationship between library and teaching ranks is expressed in terms of "equivalent academic rank." The purpose underlying this arrangement is to identify the library staff with the teaching rather than with the administrative or clerical staff.

The precise requirements, responsibilities, and remuneration for each position on the staff cannot, of course, be specified in the code. However, certain minimum requirements for each grade are set forth, together with a general statement of the degree of responsibility to be assumed and the salary range. Positions requiring similar preparation and imposing similar obligations are grouped in a given rank. Variations for individual positions within a rank are matched by corresponding salary gradations within the range for that rank.

The first, a subprofessional rank, is designated library assistant. An assistant must be a college graduate who has had some previous library experience, special subject training, or some formal courses in library science, but who does not have a degree in library science. As a rule, an assistant is assigned duties of a routine character and is given considerable supervision, although he may be given a more responsible position if he has had extensive library experience or advanced work in a subject field. The special privileges afforded assistants to pursue a course in library science are discussed later.

Staff members in the first professional rank hold the title of junior librarian. For the most part, they come to their positions directly from library school and are assigned where their first years of work can be carefully supervised.

The senior librarians constitute the majority of the staff. They are the experienced librarians who are responsible for

performing most of the professional operations which are referred to collectively as library service. They may have some supervisory responsibilities, particularly with regard to student help. For certain types of senior positions, subject specialization to the level of the M.A. degree may be considered as important or more important than library experience.

On the administrative level are the heads of the various departments, with the rank of assistant librarians. They are required to hold at least the master's degree, either in library science or in a subject field, and to have had varied experience in college or university libraries.

The responsibility for coordinating larger units of service (e.g., public service and technical processes) rests on the associate director and the chief of technical processes, both of whom hold the equivalent academic rank of associate professor. The minimum requirements for these positions include the master's degree and extensive experience in college and university libraries of recognized standing.

An analysis of the salary ranges in Table I reveals something of the theory on which the personnel plan is based. It will be noted, for example, that the range for junior librarians is relatively short. Through biennial automatic increases of \$100, which are specified for all librarians with the rank of junior librarian or above, a junior librarian will reach the maximum for his grade at approximately the same time that his experience will justify promotion to the next rank. It is assumed that a staff member at the junior level who does not merit promotion after reaching the maximum for his grade is probably not worth retaining on the staff. The importance of a longer range for senior librarians is perhaps obvious. The opportunity for promotion from this rank to upper levels is restricted by the

TABLE II
Comparison of Faculty-Library Staff Tenure Provisions

Equivalent Rank	Initial Appointment	Renewal	Tenure
Assistant Junior Librarian	1 year 1 year	Annually Annually	None None
Instructor Senior Librarian	1 year 1 year	Annually Annually for 3 years	None Of indeterminate duration after 3 years
Assistant Professor Assistant Librarian	Stipulated for no longer than 3 years Not to exceed 3 years		None Of indeterminate duration after term of initial appointment
Associate Professor	May be for stipulated term		Of indeterminate duration after term of initial appointment, if stipulated
Associate Director	May be for stipulated term		Of indeterminate duration after term of initial appointment, if stipulated

fact that there are at present only four major departments in the library which are headed by assistant librarians. In order to retain the services of the seniors, the library must offer other inducements. One of these is the prospect of continued salary advancement over a period of years.

The inflexibility of salary schedules is one of the drawbacks of classification and pay plans. For staff members with the rank of assistant librarian or higher, this inflexibility is offset by special provisions which are discussed under:

Promotion

Tenure is provided in the code wherein provision is made for the appointment of senior librarians, assistant librarians, and associate directors for indefinite terms. First appointments to each rank may be for limited terms, but reappointments following are considered as for indefinite terms. More liberal provisions of tenure

for librarians as compared with the teaching faculty (Table II) is justified on the ground that there is very limited opportunity for appointees below the equivalent academic rank of associate professor attaining a rank where the provisions of teaching tenure apply.

Members of the library staff, like members of the teaching faculty, have their choice between two retirement systems. The university retirement plan provides for automatic retirement and a pension at the age of seventy, the amount depending on length of service and annual salary. The optional plan is membership in the Louisiana Teachers' Retirement System, which is based on contributions by the staff member matched by university funds.

The code states that annual leave and sick leave benefits "shall be the same as for the teaching and research staffs." Staff members who have worked a full year are entitled to thirty calendar days of annual

leave. Librarians who have been on the staff for less than a year are granted annual leave on a pro rata basis. All staff members have, in addition, sixteen university-wide holidays.

The amount of sick leave due staff members varies with the length of their service. The minimum is thirty days with full pay during any fiscal year and not more than sixty days during the first five-year period of employment. Those who have served over fifteen years may be granted as much as six months' sick leave with full pay during the fourth five-year period of employment, and during each succeeding five-year period. Any additional time required may be recommended as leave without pay.

Special Study Provisions

As indicated previously, the staff code provides for the appointment of subprofessional workers with the rank of library assistant. In most cases, the assistants are college graduates who plan to enter the library profession. The policies which have been set up, and which are reproduced in Form II, indicate the nature of the plan.

FORM II

Policies Concerning the Position Classification Library Assistant

Recognizing that there are many routine duties in a large university library which are neither strictly professional nor strictly clerical in nature and which might be performed by persons with a general rather than a specialized education, the L.S.U. Library has established the position classification of "assistant." The minimum qualifications for assistants as stated in the library code are: graduation from a recognized college or university; library experience or some formal courses in library science.

Although assistants do not have professional status with equivalent faculty ranking, they are regular members of the library staff, entitled to full sick leave and annual leave privileges. In addition, assistants who wish

to take work in the library school leading to the B.S. in L.S. degree are permitted to enroll for a maximum of six credit hours during any regular semester and for a maximum of four credit hours during any summer session. Assistants taking advantage of this opportunity for study will be allowed a maximum of six hours off each week on library time and will be scheduled to work a minimum of thirty-three hours per week during the regular hours of the departments to which they are assigned. Assistants who do not enroll in the library school will be scheduled to work thirty-nine hours per week.

Assistants carrying the maximum load indicated above could complete the work for the B.S. in L.S. degree in two years, including summer sessions. No assistant should attempt to complete the course in a shorter period of time. It should be clearly understood that anyone accepting an appointment as an assistant accepts the obligation to uphold the standards of service maintained by the department to which he is assigned. The work of assistants will be rated regularly in the same manner as that of professional members of the staff, and these ratings will become part of the assistant's personnel record.

Assistants will be used primarily in public service departments where they will serve as loan desk attendants. They may also be used in technical processes where the work requires a broader training than that of a clerical assistant and where the primary task is not typing.

The employment of library assistants has a threefold purpose. In the first place, it provides the library with intelligent, interested people who are able to perform many routine duties more satisfactorily and with less training than high-grade clerical help and thereby relieve the professional staff of some of its routine work. Second, it serves as a recruiting device by means of which college graduates may be introduced to the profession. Third, it encourages and aids students who might otherwise be unable to attend library school because of financial inability.

Continued study by members of the pro-

professional staff is stimulated and encouraged by various means. The personnel policies which supplement the code state that a staff member may, with the approval of his department head, enroll for one class related to his work, with the time for class meetings being deducted from his regular schedule of thirty-nine hours per week. The tendency has been for staff members to take courses in foreign languages which benefit both the library and the individual librarian.

The university regulations governing sabbatical leave for the teaching staff apply to all members of the library staff of the rank of assistant librarian or higher. Such staff members may, upon the completion of six consecutive years of service, be granted twelve months' leave with one-half pay, or six months' leave with full pay, for "study, research, or other equally meritorious pursuit."

The third type of study provision is the "shorter leave," mentioned in the staff code as follows, "Shorter leaves with pay may be granted to any member of the library staff for the purpose of advanced study. The maximum period for such shorter terms shall be two months, exclusive of the regular annual vacation leave." The terms are more adequately defined in the following policy:

The term "advanced study" shall be interpreted to include individual research and travel for professional observations, as well as attendance at formal school sessions.

Requests for leave, together with plans for study or research projects, shall be submitted to the library council before the university library budget is submitted to the university administration (February 1).

Provisions shall be made in the annual budget for substitutes, when necessary, for those granted leaves.

Staff members are encouraged, by being allowed time off and, when possible, by financial assistance, to attend meetings of the various professional associations.

Staff Ratings

Periodic objective rating of staff members is as essential in university libraries employing a considerable number of people as is the testing of the teaching ability of the faculty. To judge fairly when to promote staff members and to use their effort most effectively, that effort must be evaluated in the work it is doing. The delegation of duties to department heads carries with it recognized responsibilities, and outstanding among these is a proper evaluation and use of the staff working under their supervision.

The rating scale used at the Louisiana State University Library is an attempt to refine the subjective over-all judgments that every department head or supervising officer must and does make of those he supervises. The difficulty of applying any one scale to a variety of positions was recognized, but it was felt that a rating form adapted to each position would be too time-consuming to fill out, interpret, and keep to date. The rating scale finally adopted included a graduated rating (poor to superior) of twelve factors: ability to follow instructions, accuracy, cooperativeness, initiative, job knowledge, judgment, loyalty, organization of work, professional spirit, quantity of work done, reading habits, and relationships with people. Lack of uniformity of standards among raters is reduced by a careful observance of the instructions on the rating form, by the definition of factors, and by experience and practice in rating. The rating form provides for four consecutive ratings on a single sheet as is evidenced by the copy reproduced in Form III. The back of the rating form provides space for additional comment, the name and title of the rater, and the date of the rating. All ratings are held confidential in the office of the director. They are used to disclose the need for change, which might take the form of promotion, transfer, or dismissal.

FORM III

STAFF MEMBER'S MERIT RATING

NAME _____ POSITION _____ RATE _____

The following ratings are based on a stipulated review of staff member's performance during the periods:

(A) From _____ to _____ (B) From _____ to _____ (C) From _____ to _____ (D) From _____ to _____

1. Use utmost deliberation and your own judgment.
 2. Merge your general impression of staff member and concentrate on one factor at a time.
 3. Study carefully the definitions for each factor and analyze the specifications for each degree. If specification adequately fits, use lower numeral. If definitely better than lowest but doesn't quite measure up to next lower degree, use higher numeral.
 4. Complete the reverse side for each rating.

FACTORS	POOR				FAIR				GOOD				EXCELLENT				SUPERIOR				TOTAL			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
ABILITY TO FOLLOW INSTRUCTIONS This factor appraises the staff member's ability to comprehend and execute orders.	Often misinterprets and fails to perform work as requested				Accepted instructions necessary to complete task				Carried out instructions adequately				Comprehends readily; follows directions accurately				Comprehends intuitively, interprets and executes instructions accurately							
ACCURACY This factor appraises the accuracy of the staff member's work.	Inaccurate								Work usually accurate								Work consistently accurate							
COOPERATIVENESS This factor appraises the staff member's capacity for good team work.	Unwilling to cooperate				Does along passively				Gives limited cooperation				Cooperates freely				Unexceptionally fine team work							
INITIATIVENESS This factor appraises the staff member's capacity for original conception and independent action.	Requires constant direction				Barely makes suggestions				Encouraged to a limited extent				Frequently makes constructive suggestions for library improvement				Keen perception of needs combined with ability to carry through							
JOB KNOWLEDGE This factor appraises the staff member's understanding of all phases of work assigned.	Has inadequate knowledge				Just gets by; slow to grasp				Knows work quite well				Thoroughly understands job				Thoroughly understands job and its relation to other library work							
JUDGMENT This factor appraises the staff member's ability to make balanced decisions.	Makes poor decisions				Indecisive; disregards important facts				Decisions usually sound				Good judgment				Sound, mature judgments; makes decisions readily							
LOYALTY This factor appraises the staff member's regard for the best interests of the institution and those connected with it.	Loyalty questionable				Apparently loyal				Supports policies of institution				Actively supports policies of institution				Emotionally loyal; contributes to morale							
ORGANIZATION OF WORK This factor appraises the staff member's ability to systematize work both as to method and time.	Work must be organized for him				Has difficulty in organizing work				Plans work adequately				Organizes work efficiently				Organizes and analyzes work readily, clearly, and intelligently							
PROFESSIONAL SPIRIT This factor appraises the extent to which the staff member keeps abreast of new developments in the library field.	Is uninterested				Makes some effort to keep informed				Well-informed				Well-informed and entertains ideas with work done				Exceptionally well-informed and well-able to correlate ideas with work done							
QUANTITY OF WORK DONE This factor appraises the amount of acceptable work done.	Low output				A slow worker				Turns out more than expected				Usually does more than expected				Output unusually high; exceptionally fast							
READING HABITS This factor appraises the extent to which the staff member reads and knows contents of books.	Does not read books				Knows little; does not know books				Knows books in current demand; reads reviews				Reads widely and intelligently				An omnivorous and critical reader							
RELATIONSHIPS WITH PEOPLE This factor appraises the staff member's personality.	Aroused antagonisms; avoided				Too forward or too backward				Gets along reasonably well				May be wary with				Friendly and stimulating to work with							
																					GRAND TOTAL			

Promotion

The ranking of staff, the salary schedules, and the automatic increases, as revealed to each staff member in the staff code, are satisfactory in that they show each member how he stands and assure him of some additional remuneration for reasonably good work. However, the *Policies Governing Merit Increases* (Form IV) make it clear that promotion from one rank to another or special merit increases are not determined on the basis of length of service. Special knowledge of a technical nature or of a subject, exceptional ability to correlate ideas with the library job at hand, or personality in phases of the work where personal contacts are of paramount importance—these are some of the qualities which a librarian must possess in greater degree than others to warrant a promotion or merit increase. From those members of the staff who have rated "excellent" or "superior" on the rating form are chosen the ones who have contributed the most to the library; these few are recommended for merit increases in the library's budget request.

FORM IV

Policies Governing Merit Raises for the Louisiana State University Library Staff as Approved by the Board of Supervisors, Dec. 19, 1946

Merit raises in excess of automatic increases may be granted to individuals of outstanding ability or performance. Such raises shall not be in excess of \$500 per individual per year, shall not increase the library budget for professional services by more than 1 per cent for a given year and, except for the rank of assistant librarian and above, shall not increase an individual's salary above the maximum for his rank.

It should be clearly understood that merit raises are to be granted only to those members of the library staff who have demonstrated by their work at this university that they are outstanding and superior. The staff members recommended for merit increases

will be drawn from those who receive the highest ratings on the "Staff Member's Merit Rating" form. Ratings on this form will be made semiannually during the first year of employment and annually thereafter. No definite quota of merit increases will be given. Each case will be judged individually on the basis of the accepted criteria of excellence.

Recommendations for merit increases shall be submitted by the director of libraries to the dean of the university. The dean of the university shall present all recommendations for merit raises to the university committee on library promotions (dean of the university, dean of the graduate school, and chairman of the university committee on libraries) before they are submitted to the president of the university.

It should be noted that the policies provide for merit increase for assistant librarians (department heads) or higher, in excess of the maximum salary for their rank. This provision is regarded as one of the most important in the merit plan, since it compensates in part for the inflexibility of maximum salary schedules.

Merit recommendations are reviewed by a committee of three as stated above in the policies. Staff members receiving promotions based on merit are informed of this special honor by letter from the president's office.

Conclusion

The foregoing plan, developed over a period of time to meet the situation in a specific institution, is based on certain assumptions or principles. These principles could apply rather generally to university libraries and are sufficiently important to merit special mention.

The first of these principles is that if the library is to be an integral part of the educational program, the library staff should be identified with the teaching faculty rather than with the administrative or clerical staff. It is not suggested, however, that

status and remuneration of the teaching faculty can be applied directly to the library staff. The conditions of work, the scholarly qualifications required, the nature of the duties, and the responsibilities involved in the various ranks of the two professions are too different to allow of precise assimilation.

The second principle is that every librarian should know his status in relation to others on the staff and his chances for advancement in salary and promotion in rank.

The third principle is that the work of staff members should be evaluated objectively and that promotion should be based on superiority in terms of the specified criteria.

The fourth and final principle is that the professional growth and development of an individual staff member through formal study and through participation in professional activities has a direct and perceptible

effect on the staff member's ability to contribute to good library service.

The L.S.U. Library personnel plan as embodied in the staff code is by no means static. Since the code was first approved in 1944, supplementary policies such as those described herein have been developed to interpret and clarify its provisions. Last year when the high cost of living made salary adjustments necessary, every member of the professional and subprofessional staff received a substantial cost-of-living increase. More recently, the salary ranges in all classifications above the rank of junior librarian have been extended in order that the library might attract and retain valuable staff members. There is every indication that the code will be subject to further revision and modification to meet the new problems which result from changing conditions in the library and in the profession as a whole.

Changes in Format of *Monthly Catalog*

During the month of July 1947 a survey of all indexing and cataloging procedures of the library of the Division of Public Documents was made by Jerome K. Wilcox, chairman, Committee of Public Documents, American Library Association. As a result, the format of the *Monthly Catalog* beginning with the September 1947 issue is considerably changed. Recognition will be given to the three major approaches in locating government publications: agency, subject, and check list. The main body of the catalog will consist of a list of publications by issuing agency ignoring department. The subject index will be considerably expanded and references will refer to entry or item number rather than page. Under each agency publications will be arranged in check list order, monographs and series with contents, all in one alphabet. In lieu of the *Document Catalogue*, now discontinued, three supplements to the *Monthly Catalog*, 1941-42, 1943-44, 1945-47, will be

published and will include declassified publications and noncurrent publications formerly held for listing in the document catalog. Furthermore, declassified publications will henceforth be listed as received each month in the *Monthly Catalog*, beginning with the May 1947 issue. The first supplement, 1941-42, is ready for publication and the other two should be ready by the first of the year. Thereafter all efforts will be concentrated on making the *Monthly Catalog* a complete comprehensive list of all government publications, printed and processed, whether reproduced at the Government Printing Office or elsewhere. The present plans, for the first time, include listing of field agency publications.

The report made by Mr. Wilcox to the Public Printer concerning the survey is published in the September 1947 issue of the *Monthly Catalog*, which has been distributed. —Fred W. Cromwell, Superintendent of Documents.

Union Catalogs in the Argentine Republic

IN a recent *College and Research Libraries* article¹ the union catalog movement in Latin America was reviewed. That report supplied information useful for the investigation of such activities and revealed something of the progress attained in this field of librarianship.

The achievements of the Argentine Republic in the development of union catalogs, however, have never been recorded adequately. At the suggestion of the author of the article referred to above, the present writer agreed to prepare a more complete statement than any which has heretofore appeared in print.

Union catalog enterprises in the Argentine, though not extensive, give much promise of future accomplishment. They can be divided into three important groups, each with quite different characteristics: union author catalogs, centralized systematic catalogs, and union catalogs of periodical publications. A discussion of each type follows.

Union Author Catalogs

It is toward this aspect of collaboration among libraries that the most effective efforts have been directed, though the type is of less technical complexity than other varieties of union catalogs. An example is the union catalog of the Instituto Bibliotecnológico of the University of Buenos Aires, where the writer was superintendent

of the union catalog and photo-duplication laboratory until November 1946. The history of this catalog, financed by the Rockefeller Foundation, is well-known to many librarians in the United States. Since the various schools which make up the University of Buenos Aires have their own libraries, with independent directors and administrative departments, the union catalog's objective is to compile a complete record of the university's library resources. Accordingly, the catalog includes the holdings of the following libraries:

Facultad de Ciencias Exactas
Facultad de Agronomía y Veterinaria
Facultad de Medicina
Facultad de Derecho y Ciencias Sociales
Facultad de Filosofía y Letras
Facultad de Ciencias Económicas.

In addition to representing the books in the six important libraries named, the catalog also records works housed in institutions and schools belonging to these faculties, as, for example, the Museo Etnográfico, Colegio Nacional de Buenos Aires, and the Instituto de Literatura Argentina. As the task of compiling the catalog continues, libraries of the remaining institutions, schools, laboratories, and other organizations will be covered.

Thus far, the union catalog has been limited to main author entry cards. The number of volumes represented is approximately 450,000.

As for the technique of compilation, the work was divided by necessity into two stages. At first, microphotography was em-

¹ Downs, Robert B. "Latin American Union Catalogs." *College and Research Libraries* 7:210-13, July 1946.

ployed to reproduce the cards. Later, because of the film shortage, cards had to be transcribed directly from the catalogs of the individual libraries. The system of cataloging used in the Vatican Library was adopted, in order to standardize procedures and to eliminate the diversity of forms found in the separate libraries. For filing cards, A.L.A. rules were followed. The library to which a particular book belonged was indicated by symbols, in accordance with the plan developed by McMurtrie, *i.e.*, a first letter designated the name of the town or city and other letters stood for the name of the library.

Centralized Systematic Catalogs

In the Argentine Republic there exists a centralized systematic catalog, the structure and method of compilation of which are worthy of attention. The catalog is an agency of the library section of the Navy, a central organization for the library activities of this ministry. All the naval libraries are directed by the library section, where books are selected, cataloged, classified, prepared for lending, and distributed among the different libraries. Entries for the union catalog are prepared simultaneously. Therefore, even though the libraries are scattered throughout the zones controlled by the Navy, readers can learn from the central records the location of particular titles and the number of books possessed by any one of the libraries.

The library section has compiled six centralized catalogs, composed of about 90,000 cards each. Each unit comprises an author index (Vatican Library), a title index, and a systematic subject index (Universal Decimal Classification). Books are arranged on the shelves according to subjects, and each catalog card bears a call number. The destination of a book is shown on the back of the title card.

Any book acquired for the Navy is represented in the six centralized catalogs, regardless of the library in which it may be placed. Apart from these larger catalogs, the library section has edited others belonging to small libraries. Thus, each of the libraries has a catalog of the works forming its own collection. In order to be able to control the auxiliary libraries, the section keeps partial shelflists, helpful in verification processes. The whole enterprise is one of considerable technical complexity, demanding careful planning and close attention to detail, in order to provide effective service.

Union Catalogs of Periodicals

In 1940 there was prepared and published by the Argentine Committee of Libraries of Scientific and Technical Institutions a union catalog of periodical publications. The record is limited to periodicals of a scientific and technical character, excluding those in the humanities and other fields. Some 7387 titles are listed. Each entry indicates the location of files of the publication, using a system of Arabic numerals.

One disadvantage of the union catalog of periodical publications is the lack of a subject classification. Only the titles and holding libraries are shown. Nevertheless, the catalog is a valuable guide for research workers and librarians. Entries are arranged in alphabetical order, following the plan of the *World List of Scientific Periodicals*.

At the present moment the committee is engaged in the preparation of a supplement covering nearly the same number of titles included in the original printed catalog.

Another work in this field, on which the ink is hardly yet dry, is a catalog of periodical publications edited by the Library of the Unión Industrial Argentina, listing titles

(Continued on page 442)

New Periodicals of 1947—Part I

THE more promising of the new periodical publications of the first six months of 1947 appear to be in about the same fields as were those of 1946. For the purpose of presenting facts regarding our complicated international relations many scholarly organizations began new journals which propose to keep us informed on the progress of the United Nations and world government, to present the facts of American foreign policy, and to show the economic and social background of areas of special international importance. A newly aroused concern over our complicated economic, social, and political problems may account for the new interest in the humanities. This new interest has resulted in a number of well-edited new publications. College and university students seemed eager to "get into print;" as a consequence, a number of new undergraduate publications appeared. Few new literary magazines appeared of a quality worthy of mention. A single new periodical is devoted to each of a variety of subjects ranging from women's club programs through foreign employment and from military science to accountancy.

International Relations

United Nations World came into existence in February 1947 through a merger of *Asia*, *Inter-America*, and *Free World*. Its purpose is to inform as to the work and operation of the United Nations. Its point of view is purely international with little regard for national slants or sovereignties. With the establishment of the United Nations and its specialized agencies, the number of nonofficial international organi-

zations and their publications has increased tremendously. The World Peace Foundation will print summaries of the work of these organizations in *International Organization*. The Committee to Frame a World Constitution commenced its monthly report, *Common Cause*, with the issue for July 1947. This committee originated among members of the University of Chicago faculty. It believes that support of and opposition to world government generally is not based on a clear-cut understanding of this type of government. It hopes by means of its journal to be of service in clarifying the issues. Also, it is making plans for an unofficial "World Constituent Assembly" in Geneva in 1950. The Foundation for Foreign Affairs in its new *American Perspective* will present the international problems currently confronting the United States and examine the political and economic forces at work in the countries with which the United States is dealing. The Middle East Institute began *The Middle East Journal* in January 1947 in recognition of the increasingly important role now played by that somewhat unfamiliar area. Our increased interest in the economic possibilities of Latin America stimulated the Institute of Inter-American Studies to launch the quarterly, *Inter-American Economic Affairs*. It hopes to stimulate research in the United States in the field of Latin American economic problems and to report on the results of such research. To keep the Americas abreast of what is going on within their countries is the objective of *Bulletin: Digest of the Americas*, published in New York in Eng-

lish and also in Spanish. Of a highly specialized nature is the *International Bulletin of Industrial Property (IBIP)*, an organ of up-to-date information regarding the international aspects of patent, trademark, and copyright protection.

Humanities

The Pacific Spectator, published for the Pacific Coast Committee for the Humanities of the American Council of Learned Societies has for its purpose "the interpretation and discussion of enduring human values, past and present, which have found expression in literature and the arts." The first issue contains literary criticisms, articles on education, the theatre, and other subjects. *The Humanities Review*, published by the editor, Gertrude Horgan, in San Antonio, Texas, purports "to provide a common ground for all who may be interested in saving and strengthening the humanities." Besides original articles, it contains condensations of articles from other periodicals. *Utah Humanities Review*, published at the University of Utah by the Humanities Research Foundation, will publish articles interpreting all aspects of the culture of the region centering around Utah. Of somewhat similar purpose is *The Georgia Review*, published by the University of Georgia. Its aims are "to be specially honest and sensible" and to try "to make its contents of special concern to Georgians." An examination of the first issue shows adherence to a "program of being always explicitly 'Georgian.'" From abroad come *Sinologica; Zeitschrift für Chinesische Kultur und Wissenschaft* and *Vigiliae Christianae, a Review of Early Christian Life and Language*. The latter contains "articles and short notices of a historical and cultural, linguistic or a philological nature on early Christian literature in the widest sense of the word, as well

as on Christian epigraphy and archaeology." *Realidad; Revista de Ideas*, from Buenos Aires, is made up of articles on philosophy, politics, and literature, and signed reviews of books published in Latin America.

Student Publications

Perhaps it is due to the present large enrolment of older and more thoughtful students in the universities and colleges that there are appearing new periodicals edited or published by students. In these periodicals students express themselves on the problems of the day. Of such there is the *University Observer; A Journal of Politics*, published at the University of Chicago under the editorship of students with contributions by professors and other authorities on various subjects. Then there is the *Yale Political Journal; A Magazine of Student Opinion*, whose contributors are students from all over the country. The *Columbia Journal of International Affairs*, organ of the School of International Affairs at Columbia University and edited entirely by students of the school, is to be the medium for the publication of the results of their original work. Two new literary magazines published by undergraduate students are *Cornell Review* and *The Dartmouth Quarterly*. From Ohio State University comes *Cronos*, another literary magazine, with contributions by students, faculty, and others.

Literature

'47, the *Magazine of the Year* which is to change its title each calendar year (alas, another problem for the cataloger!) is "owned and controlled by people who write, paint and photograph professionally." Among the contributors to the first issue are Vardis Fisher, Pearl Buck, Raymond Swing, and Sigmund Spaeth. *Mainstream, a Literary Quarterly*, published in New York

under the direction of a board of editors, intends to fight anti-Negro, anti-Semitic, antilabor, and anti-Communist influence in life and letters. Its contributors are to be persons "who identify themselves with the people and the working class." It will strive to "stimulate Marxist thinking in literature and other creative arts." Because the Poetry Workshop of Bridgeport, Conn., believes the reader finds little pleasure in abstruse poetry, he is to be given poetry he can understand and appreciate in its new quarterly, *The Poet's Pen*.

Libraries and Bibliography

Harvard Library Bulletin follows a succession of similar publications from the Harvard University Library. In a foreword the librarian outlines the field of this new publication. It will publish, first, the results of bibliographic research based on materials in the Harvard libraries; second, descriptions of important sections of the library's collections; third, general accounts of the various libraries or other units which make up the Harvard University Library; fourth, discussions of problems of university libraries in general; fifth, discussions of university library problems as applied to the Harvard University Library; sixth, news of the Harvard Library and of other libraries when of a character to affect the Harvard Library. The bulletin will be addressed to the Harvard community and to the scholarly world in general. *UNESCO Bulletin for Libraries* will promote and facilitate the exchange of publications throughout the world. There will be annotated lists of new bibliographical publications, lists of publications wanted, lists of exchanges available, and other types of information. *Erasmus; Speculum Scientiarum* is an "international bulletin of contemporary scholarship." It is published in Antwerp and edited by a board of fourteen European and American

scholars. Reviews of publications in the field of the moral and political sciences which seem likely to be of lasting worth will be contributed by competent specialists from all over the world. Besides reviews, each number will contain a list of recently published works.

Medicine

Two new journals representing methods of medical treatment important in our post-war era are *The American Journal of Occupational Therapy* and *American Journal of Psychotherapy*. They are the official organs of the American Occupational Therapy Association and the Association for the Advancement of Psychotherapy, respectively. *Annals of the Orgone Institute* supersedes *International Journal of Sex-Economy and Orgone Research*. In the successive issues of *Postgraduate Medicine*, the official journal of the Interstate Postgraduate Medical Association of North America, will appear the *Proceedings* of that association.

Technology

The American Institute of Architects has inaugurated a bimonthly *Bulletin* of professional notices and technical information. *The Oil Forum* concerns itself with the economics of the petroleum industry over the world. The *Quarterly Transactions* of the Society of Automotive Engineers supersedes the *Transactions* formerly issued annually. It includes papers presented at meetings of the society and includes the discussion thereon. *Traffic Quarterly; An Independent Journal for Better Traffic* aims to be the medium for the expression and dissemination of the ideas and views of experts in the field of traffic.

Hobbies

For gardeners and gourmets there is *The American Herb Grower* containing advice

on the cultivation and utilization of herbs; for collectors and craftsmen of gems, *The Lapidary Journal*; and for amateur orchid growers, *Orchid Lore*, published by the Orchid Society of Houston, Tex.

Miscellaneous

Agenda, a Magazine for Program Planners, published by Printers' Ink Publishing Company, has ideas and suggestions for club programs. *The Export Buyer*, published by Commodity Research Bureau, Inc., lists commodities wanted or for sale, with the name and address of the exporter or importer desiring or offering such commodities. *Foreign Jobs*, published in Baltimore, serves as a guide for persons seeking foreign employment. It indicates the fields in government and private business, and in some cases the special jobs, available in foreign countries. *The International Journal of Opinion and Attitude Research*

publishes studies on the organization and technique of opinion surveys. *Pacific Science*, published by the University of Hawaii, is "a quarterly devoted to the biological and physical sciences of the Pacific region." *Sintesis Militar*, another "digest," this one in Spanish and of nonpolitical material published in the United States, is intended for circulation among the armed forces of Latin America to whom it is sent gratis. *The Virginia Accountant* is published by the Virginia Society of Public Accountants. *World Biography; Who's Important in Every Field in All Countries* is published monthly from material being assembled for the next annual edition of the *Biographical Encyclopedia of the World*. The usual brief biographical facts are given as in any who's who. Each issue includes a cumulative index from January of each year and a list of the heads of governments of the principal countries of the world.

Periodicals

Agenda. Printers' Ink Publishing Co., 205 E. 42nd St., New York City 17. v. 1, no. 1, May 1947. 4 nos. a year. Free.
The American Herb Grower. Laurel Hill Herb Farm, Falls Village, Conn. v. 1, no. 1, April 1947. Bimonthly. \$2.
American Institute of Architects. Bulletin, The Octagon, 1741 New York Ave., N.W., Washington 6, D.C. v. 1, no. 1, March 1947. Bimonthly. \$2.
The American Journal of Occupational Therapy. American Occupational Therapy Association, 739 Boylston St., Boston 16. v. 1, no. 1, February 1947. Bimonthly. \$5.
American Journal of Psychotherapy. Association for the Advancement of Psychotherapy, 16 W. 77th St., New York City 24. v. 1, no. 1, January 1947. Quarterly. \$3.
American Perspective. Foundation for Foreign Affairs, 1136 18th St., N.W., Washington 6, D.C. v. 1, no. 1, April 1947. Monthly, September-June. \$2.50.
Annals of the Orgone Institute. Orgone Institute Press, 137 Christopher St., New York City 14. no. 1, June 1947. Irregular. Price not given.
Bulletin: Digest of the Americas. Andrux Press, Inc., 35 W. 42nd St., New York City 18. v. 1, no. 1, Jan. 25, 1947. Weekly. \$50.
Columbia Journal of International Affairs. Box 25, Room 111, Low Library, Columbia University, New York City 27. v. 1, no. 1, Spring 1947. 2 nos. a year. Price to be announced.
Common Cause. Committee to Frame a World Constitution, 975 E. 60th St., Chicago 37. v. 1, no. 1, July 1947. Monthly. \$4. Foreign, \$5.
Cornell Review. Cornell University, Ithaca, N.Y. v. 1, no. 1, March 1947. Quarterly. Price not given.
Cronos. Room 220, Derby Hall, Ohio State University, Columbus 10. v. 1, no. 1, Spring 1947. Quarterly. \$1.30.

The Dartmouth Quarterly. 110 Smith Hall, Hanover, N.H. v. 1, no. 1, January 1947. \$1.
Erasmus: Speculum Scientiarum. Erasmus-Secretariate, 8 Rue Grétry, Antwerp. v. 1, no. 1, 1947. Bi-weekly. \$12.
The Export Buyer. Commodity Research Bureau, Inc., 82 Beaver St., New York City 5. v. 1, no. 1, March 1947. Monthly. \$6.
Foreign Jobs. 324 N. Charles St., Baltimore 1. v. 1, no. 1, January 1947. Monthly. \$8.
'47, The Magazine of the Year. Associated Magazine Contributors, Inc., 68 W. 45th St., New York City 19. v. 1, no. 1, March 1947. Monthly. \$4.
The Georgia Review. University of Georgia Press, Athens. v. 1, no. 1, Spring 1947. Quarterly. \$3.
Harvard Library Bulletin. Harvard University Library, Cambridge, Mass. v. 1, no. 1, Winter 1947. 3 nos. a year. \$4.
The Humanities Review. 4701 Broadway, San Antonio 2, Tex. v. 1, no. 1, January 1947. Monthly. \$3.50.
Inter-American Economic Affairs. Institute of Inter-American Studies, P.O. Box 181, Benjamin Franklin Station, Washington, D.C. v. 1, no. 1, June 1947. Quarterly. \$6.
International Bulletin of Industrial Property (IBIP). A. John Michel, Editor, 15 Park Row, New York City 7. v. 1, no. 1, April 1947. 9 nos. a year. \$6.
International Journal of Opinion and Attitude Research. Dr. Laszlo Radvanyi, Editor, Donato Guerra 1, Desp. 207, Mexico, D.F. v. 1, no. 1, March 1947. 4 nos. a year. \$4.
International Organization. World Peace Foundation, 40 Mt. Vernon St., Boston. v. 1, no. 1, February 1947. Quarterly. \$3.50.
The Lapidary Journal. 1129 N. Poinsettia Place, Los Angeles 46. v. 1, no. 1, April 1947. Quarterly. \$1.
Mainstream. Mainstream Associates, Inc., 832 Broadway, New York City 3. v. 1, no. 1, Winter 1947. Quarterly. \$2.

- The Middle East Journal*. The Middle East Institute, 1906 Florida Ave., N.W., Washington 9. v. 1, no. 1, January 1947. Quarterly. \$6.
- The Oil Forum*. Orchard Lisle Publications, 80 Warren St., New York City 7. v. 1, no. 1, January 1947. Monthly. \$3.
- Orchid Lore*. Houston Orchid Society, 2133 Albans Rd., Houston 5. v. 1, no. 1, Spring 1947. Quarterly. \$4.
- Pacific Science*. Office of Publications, University of Hawaii, Honolulu 10. v. 1, no. 1, January 1947. Quarterly. \$3.
- The Pacific Spectator*. Stanford University Press, Stanford University, Calif. v. 1, no. 1, Winter 1947. Quarterly. \$3.50.
- The Poet's Pen*. Bridgeport Poetry Workshop, 945 Main St., Bridgeport, Conn. v. 1, no. 1, Spring 1947. Quarterly. \$1.50.
- Postgraduate Medicine*. Interstate Postgraduate Medical Association of North America, 312 Essex Bldg., Minneapolis 3. v. 1, no. 1, January 1947. Monthly. \$8.
- Realidad*. Defensa 119, 1, Buenos Aires. v. 1, no. 1, January-February 1947. Bimonthly. \$5.
- Sinologica*. Verlag für Recht und Gesellschaft ag., Aeschengraben 27, Basel. v. 1, no. 1, 1947. Irregular. Jofra.
- Sintesis Militar*. Capt. Luis Galvan (Reserve Corps), 410 Bond Bldg., Washington 5, D.C. v. 1, no. 1, May-June 1947. Frequency not given. Free.
- Society of Automotive Engineers*. Quarterly Transactions. 39 W. 39th St., New York City 18. v. 1, no. 1, January 1947. \$10.
- Traffic Quarterly*. Eno Foundation for Highway Traffic Control, Saugatuck, Conn. v. 1, no. 1, January 1947. Price not given.
- UNESCO Bulletin for Libraries*. International Clearing-House for Publications, 19 Avenue Kléber, Paris XVIème. v. 1, no. 1, April 1947. Monthly. Free.
- United Nations World*. 385 Madison Ave., New York City 17. v. 1, no. 1, February 1947. Monthly. \$4. Foreign, \$1.
- University Observer*. 1005 E. 60th St., Chicago 37. v. 1, no. 1, Winter 1947. 4 nos. a year. \$2. Foreign, \$3.
- Utah Humanities Review*. Utah Humanities Research Foundation, 309 Library Bldg., University of Utah, Salt Lake City 1. v. 1, no. 1, January 1947. Quarterly. \$2.
- Vigiliae Christianae*. North-Holland Publishing Co., Amsterdam. v. 1, no. 1, January 1947. Frequency not given. \$5.
- The Virginia Accountant*. The Virginia Society of Public Accountants, 1304 State-Planters Bank Bldg., Richmond. v. 1, no. 1, June 1947. Quarterly. \$3.
- World Biography*. Institute for Research in Biography, 296 Broadway, New York City 7. v. 1, no. 1, January 1947. Monthly. \$7.50.
- Yale Political Journal*. 1621 Yale Station, New Haven. v. 1, no. 1, February 1947. 4 nos. a year. Price to be announced.

Union Catalogs in the Argentine Republic

(Continued from page 437)

received by institutions affiliated with this association. The catalog represents much progress in the technique of cataloging periodicals. It is the best specimen of its kind in our country, worthy of comparison with similar first-class foreign works. The entries, based on A.L.A. catalog rules, are carefully made. Changes in titles, editors, and other bibliographical data are shown, together with locations and subject classifications. The list is arranged alphabetically

by subjects and geographical divisions, making it an extremely useful tool from the point of view of librarians and researchers.

The activities of libraries in the Argentine Republic in the field of centralized and union catalogs are not extensive, but they demonstrate sound techniques and an understanding of the problem. Experience with the several projects described above may be helpful to institutions in other centers interested in such undertakings.

Buying Books on a Budget

THE building of personal libraries has long been encouraged at Rockford College. The college is always looking for new ideas to develop student interest in books. A flexible book program has led to many interesting projects.¹ The Maddox Book House, with its old book room containing eighteenth- and nineteenth-century English and French books, brought profitable pleasure to students for twelve years, to terminate only because a depleted stock could not be replaced during the war. A browsing bookstore delighted campus booklovers and gave many students an informal but new approach to reading. When crowded campus conditions are relieved it will be re-established. Book prizes awarded for outstanding performances, curricular and extra-curricular, were selected by the students from the browsing bookstore. Inglenook, the dormitory collection selected by the student library committee, offers opportunity for recreational reading in informal surroundings. A new college bookstore, specializing in reprints and special press books, is now rapidly developing in new and attractive quarters.

The newest project to encourage the

building of personal libraries was a contest sponsored by the college library. There were only two rules for the contest. The personal library had to be built around, first, a core idea or central theme, and, second, no more than fifteen dollars could be spent on the collection.

The first rule of the contest in no way limited the student's choice of subject. The theme could be broad or narrow, it could be in a special field of study, it could be of general or specific interest, but each book had to have a purpose, each book had to have its place with the others. Stress was placed on a core idea that truly expressed the individual's interest. The collections resulted in personal libraries the participants want to keep, to read, to reread. Whether the collections were scholarly in content or naive in an amateur approach to a simple hobby was unimportant if the collection was of sincere interest to its owner.

As the contest progressed it developed some of the entrants already had sizable collections. Their challenge became a rounding out of what they already had. For most of the entrants the contest was the opening of new vistas in the world of books.

The second rule of the contest was that not more than fifteen dollars could be spent on the collection. Benjamin Franklin once wrote a friend: "I am not rich enough to afford *much* in good works, and so am obliged to be cunning and to make the most of a little." By setting the amount at fifteen dollars thriftiness was encouraged. Many asked, "How can I collect a personal li-

¹ The following articles have been published on book projects at Rockford College.

"From London to Midwest Campus Each Autumn Comes a Shipment of Rare Old Books." *Christian Science Monitor*, Nov. 11, 1941.

Frost, Lesley. "Maddox House Bookshop." *Publishers' Weekly* 126:1742-44, Nov. 10, 1934.

Sharpe, Jean MacNeill. "The Book Program of Rockford College." *Illinois Libraries* 18:217-19, August 1938.

Sharpe, Jean MacNeill. "Reading for Recreation at Rockford College." *Library Journal* 62:576-77, August 1938.

Thompson, Margaret S. "The Book House at Rockford College." *School and Society* 46:87-89, July 17, 1937.

Wilde, Louise K. "The Old Book Room at Rockford College." *Journal of Higher Education* 11:320-22, June 1940.

brary for only fifteen dollars?" but with so small a sum all students could afford to enter the contest.

Because the contestants were unaware of ways to buy inexpensive books, it was necessary to show them how to buy books, good books, inexpensively and easily. No attempt was made to deal with rare or scarce items on the book market, but with books that cost little. Two types of books were stressed in the gathering of the libraries, reprint editions and secondhand books.

Recently publishers have realized there is a market for inexpensive books. Everyman's Library, World's Classics, and Modern Library have brought out reprints with good format which may be procured for little more than a dollar. Sometimes a good reprint can be picked up at the corner drugstore in the twenty-five-cent paper-covered editions.

Secondhand bookstores are exciting places, yet few students had discovered them. Small groups of students visited some of the larger general Chicago secondhand bookstores. They had an opportunity to browse and purchase under informal professional guidance. They all went with open minds about selecting books, though were forewarned that a specific title is often difficult to find, and came back enthusiastic about the trip. They had discovered the fascination of selecting and purchasing used books in old bookstores.

Spring Book Fair

A spring book fair was held soon after the announcement of the book contest. The books sold were remainders from Maddox collections purchased in England and France before the war. The volumes, sorted according to price, were placed on tables marked with names of English bookshops. For two days the whole college community had an opportunity to browse and purchase.

The proceeds of the sale went for a new order of secondhand books purchased from Hardings in London for a second book fair.

A book auction held in the fall gave the entrants of the book contest another opportunity to purchase secondhand volumes. The books in the browsing bookstore collection at Maddox House were sorted by a student committee, arranged by a broad subject classification, placed on exhibit for several days, then auctioned to the highest bidder.

A permanent book contest exhibit placed in a prominent spot in the college library consisted of representative copies of reprint series ordered from the publishers, with publishers' reprint sales lists and publishers' catalogs. With these editions was the *Catalog of Reprints in Series*. Several articles on reprints by Kelsey Guilfoil which appeared in the *Chicago Tribune Books* were clipped and mounted. A few of the books on the gathering of a personal library placed on exhibit were:

- A. Edward Newton's *The Amenities of Book Collecting*
- A. Edward Newton's *Bibliography and Pseudo-Bibliography*
- A. Edward Newton's *End Papers*
- H. F. West's *Modern Book Collecting for the Impecunious Amateur*
- A. S. W. Rosenbach's *A Book Hunter's Holiday*
- Holbrook Jackson's *The Anatomy of Bibliomania*
- J. T. Winterich's *A Primer of Book-collecting*
- Christopher Morley's *Ex Libris Carissimis*
- Christopher Morley's *The Haunted Bookshop*
- Christopher Morley's *Parnassus on Wheels*

This exhibit aroused much interest. Here the students browsed, read the books on book collecting, looked at and checked secondhand sales catalogs, checked books in reprint lists, and looked at the samples of reprint series.

For the final judging of the contest the contestants placed their collections on

tables in the college library. Varied ideas, showing personal interests, were displayed. The winner of the contest, whose hobby is horses, chose "Corralling a Hobby Horse in a Book Stall" as her topic. She made use of government documents, both federal and state, reprint editions, new and secondhand books. Her written comments handed in at the time of the judging suggest what one student gained from joining the contest.

Considered as a whole experience, beginning this library has been an exciting undertaking, surprisingly related to many of our activities at Rockford. Since the amount of money to be spent was limited, we were forced to use more discretion in selecting entries. What's more, learning to use "search-savers" in tracking down appropriate books has been invaluable. Handy aids like the *Cumulative Book Index*, *The Book Review Digest*, and the government printing catalogs saved much time and guesswork. Visiting secondhand book stores was a picnic; making it a habit should certainly simplify "corralling" other topics.

All these angles, so new to me, have made book collecting more than just worth while; it's a whale of a lot of fun besides; fun that can last a lifetime!

Not only did the winner have a good collection of books but displayed them attractively, placing all the books in a paddock and using riding boots for book ends.

One already impressive personal library was supplemented for the contest by a senior whose subject field, philosophy, was the basis for her collection, "A Beginner's Library of Contemporary Philosophy." She shared the second prize with another senior who selected the simple idea, "Books I Like." Being an art major her library included books on art, philosophy, and poetry. The freshman prize went to a collection entitled "Verses: Best and Brightest, From Ancient Muse to Modern Miss." Honorable mention was given to

a sophomore whose collection showed an exceptionally wide range around her core idea, "Drama."

Some core ideas were scholarly and followed closely major fields of study, as "Literature of the Spanish Language," "Beginnings of a History of English Poetry," "English Drama," "A Beginner's Study of the Bible," and "The Evolution of British Drama." Others were based on hobbies as "Books I Have Read During the School Year," "Stories that Never Grow Old," "Listening to Music," "What I Enjoy Reading in American Literature," "A Collection of Anthologies of Art, Music, and Literature," and "Science Fiction."

Results

This project has been well worth the time and energy exerted by the library staff. The students have demanded that the contest become an annual event. Many desirable book objectives, important to the lives of those who are being served in the college community, are being fulfilled through this program. Books are becoming more pleasurable and profitable, books are becoming a more integral part of the students' life, books are awakening the love of reading. The students have learned to think in terms of collecting a good personal library around a central theme. They have expressed their pleasure in gathering their libraries. They have learned the art of bargain hunting for good inexpensive reprint and second-hand books.

To hear the students avidly discussing their collections, telling about their book trips and their "finds," advising each other on authors and books, over a cup of coffee at the campus tea-house shows that many of the students have been inoculated with the virus of bibliomania.

Reprints and Microfilms of Certain Periodicals

THE A.L.A. Committee on Aid to Libraries in War Areas has found it necessary to microfilm or reprint certain out-of-print wartime issues of American periodicals in connection with its program of distribution of periodicals to foreign libraries.

In cases where the committee needed twenty or more copies of unavailable issues, they decided to reprint by photographic reproduction in reduced size, *i.e.*, four pages of the original on one page of the reproduction. Page size of the reproduction remains the same as that of the original in order to facilitate binding. Of these reproductions, editions of one hundred copies each were ordered, so that, after the committee's needs are satisfied,

there will be from forty to eighty copies of each reproduced periodical available for sale. The first list below shows reprinted periodicals which may be obtained from Edwards Brothers, Ann Arbor, Mich.

The second list indicates periodical issues being microfilmed for the committee, most of which will be available in microfilm copy from University Microfilms, Inc., Ann Arbor, Mich. University Microfilms is also interested in arranging for reproduction of other out-of-print issues of these journals if there is a demand for them.

It seems likely that there will be libraries both at home and abroad which will be interested in purchasing some of these reprints or microfilms to complete their periodical files.

List of Reprints by Edwards Brothers in Ann Arbor, Mich.

American Heart Journal, v. 24, no. 1, July 1942; v. 24, no. 2, Aug. 1942; v. 26, no. 1, July 1943; v. 26, no. 3, Sept. 1943.

American Journal of Obstetrics & Gynecology, v. 41, no. 4, Apr. 1941; v. 41, no. 6, June 1941; v. 42, no. 2, Aug. 1941; v. 43, no. 1, Jan. 1942; v. 43, no. 4, Apr. 1942; v. 45, no. 3, Mar. 1943; v. 45, no. 5, May 1943; v. 46, no. 3, June 1943.

American Journal of Surgery, v. 51, no. 2, Feb. 1941.

American Journal of Tropical Medicine, v. 23, no. 1, Jan. 1943 & supplement.

American Political Science Review,¹ v. 35, no. 1, Feb. 1941.

Archives of Internal Medicine, v. 67, Jan.-June 1941.

Archives of Neurology & Psychiatry, v. 44, July-Dec. 1940; v. 45, Jan.-June 1941.

Archives of Ophthalmology, v. 25, Jan.-June, 1941.

Archives of Otolaryngology, v. 33, Jan.-June 1941.

Endocrinology, v. 26, nos. 4-5, April-May, 1940.

Journal of Bacteriology, v. 41, Jan.-June 1941.

Journal of Infectious Diseases, v. 67, no. 3, Nov.-Dec. 1940.

Journal of Laboratory & Clinical Medicine, v. 27, nos. 6, 7, 9, 10, 11, Mar., April, June, July, Aug. 1942; v. 28, nos. 1, 4, 7, 8, Oct. 1942, Jan., April-May 1943.

Journal of Urology, v. 45, Jan.-June 1941.

War Medicine, v. 1, 1941; v. 2, nos. 1-4, Jan.-Feb.-July-Aug. 1942.

¹ Extra copies are being handled by the publisher, American Political Science Association, Northwestern University, Evanston, Ill.

List of Microfilms by University Microfilms, Inc., Ann Arbor, Mich.

- Acta Americana*, v. 1, no. 1, Jan. 1943.
American Heart Journal, v. 21, no. 1, Jan. 1941; v. 24, no. 4, 5, 6, Oct., Nov., Dec. 1942; v. 25, no. 3, Mar. 1943; v. 29, no. 2, Feb. 1945.
American Journal of Digestive Diseases, v. 9, no. 5, May 1942; v. 10, no. 4, April 1943.
American Journal of Diseases of Children, v. 59, Jan.-June 1940.
American Journal of Obstetrics & Gynecology, v. 40, no. 1, July 1940; v. 41, no. 1, 2, 3, Jan., Feb., Mar. 1941; v. 42, no. 1, 3, 4, July, Sept., Oct. 1941; v. 43, no. 5, May 1942; v. 46, no. 6, Dec. 1943; v. 47, no. 5, 6, May, June 1944; v. 51, no. 2, Feb. 1946.
American Journal of Ophthalmology, v. 26, no. 1, 5, Jan., May 1943.
American Journal of Orthodontics, v. 28, no. 4, April 1942.
American Journal of Roentgenology and Radium Therapy,² v. 46, no. 1, July 1941; v. 50, no. 4, Oct. 1943; v. 52, no. 5, 6, Nov., Dec. 1944.
American Journal of Surgery, v. 47, no. 2, 3, Feb., Mar. 1940.
American Meteorological Society Bulletin, v. 24, no. 1, Jan. 1943.
American Naturalist,² v. 75, no. 1-3, Jan.-Feb.-May-June 1941; v. 80, no. 5, Mar. 1946.
American Society of Agronomy Journal, v. 35, no. 1, Jan. 1943.
Anesthesiology, v. 4, no. 2, 3, 4, 5, 6, Mar.-Nov. 1943; v. 5, no. 1, Jan. 1944.
Archives of Dermatology, v. 42, July-Dec. 1940.
Archives of Neurology and Psychology, v. 43, Jan.-June 1940.
Archives of Ophthalmology, v. 23, Jan.-June 1940.
Archives of Pathology, v. 29, Jan.-June 1940.
Archives of Surgery, v. 40, Jan.-June 1940.
Books Abroad, v. 15, no. 1, Jan. 1941; v. 19, no. 3, July 1945.
Botanical Review, v. 6, no. 2, Feb. 1940.
Chemical Reviews, v. 27, Aug.-Dec., 1940.
Far Eastern Quarterly, v. 1, no. 3, May 1942.
Food Research, v. 8, no. 1, Jan. 1943.
General Electric Review, v. 46, no. 12, Dec. 1943.
Journal of Abnormal and Social Psychology, v. 36, no. 1, Jan. 1941.
Journal of Accountancy, v. 73, no. 5, May 1942; v. 75, no. 1, 3, 4, 5, 6, Jan., Mar.-June 1943; v. 76, no. 1, July 1943.
Journal of Aviation Medicine, v. 12, no. 1, 2, Mar., June 1941.
Journal of Chemical Education,² v. 18, no. 2, Feb. 1941.
Journal of Documentary Reproduction,² v. 5, no. 3, 4, Sept., Dec. 1942.
Journal of Economic Entomology,² v. 34, no. 2, 4, April, Aug. 1941.
Journal of Immunology, v. 40, Jan.-April 1941.
Journal of Laboratory and Clinical Medicine,² v. 27, no. 2, Nov. 1941; v. 27, no. 8, May 1942.
Journal of Oral Surgery,² v. 1, no. 1, 2, Jan.-April 1943.
Journal of Pediatrics,² v. 21, no. 2, Aug. 1942; v. 28, no. 5, May 1946.
Journal of Pharmacology and Experimental Therapeutics, v. 71, Jan.-April 1941.
Journal of Thoracic Surgery,² v. 14, no. 1, Feb. 1945; v. 15, no. 1, Feb. 1946.
Marine Engineering and Shipping Review, v. 47, no. 1, 3, 4, 8, 9, Jan., Mar., April, Aug., Sept. 1942; v. 48, no. 1, 2, 3, 6, 7, 8, 9, 10, Jan.-Mar., June-Oct. 1943; v. 49, no. 2, 3, Feb., Mar. 1944.
Petroleum Engineer, v. 14, no. 1, 2, 3, 4, Oct. 1942-Jan. 1943; v. 16, no. 4, Jan. 1945.
Physiological Reviews, v. 25, no. 1, 2, Jan., April 1945.
Power Plant Engineering, v. 46, no. 3, 7, 10, Mar., July, Oct. 1942; v. 47, no. 2, 6, Feb., June 1943; v. 48, no. 1, Jan. 1944.
Public Health Nursing, v. 33, no. 1, Jan. 1941; v. 35, no. 4, April 1943.
Quarterly Journal of Studies on Alcohol,² v. 1, no. 2, Sept. 1940.
Railway Age, v. 112, no. 1, 15, Jan. 3, April 11, 1942; v. 113, no. 21, Nov. 21, 1942; v. 114, no. 11, 12, 24, Mar. 13, 20, June 12, 1943; v. 115, no. 5, 19, 21, 25, July 31, Nov. 6, 20, Dec. 18, 1943; v. 116, no. 2, 3, 5, 6, 7, 10, 11, 12, Jan. 8, 15, 29, Feb. 5, 12, Mar. 4, 11, 18, 1944.
Review of Economic Statistics, v. 23, no. 2, May 1941; v. 25, no. 2, May 1943; v. 27, no. 4, Nov. 1945; v. 28, no. 1, Feb. 1946.
Sewage Works Journal, v. 13, no. 1, Jan.-Feb. 1941.
Social Research,² v. 7, no. 2, 4, May, Nov. 1940; v. 9, no. 3, Aug. 1942; v. 11, no. 2, May 1944; v. 13, no. 1, Mar. 1946.
Surgery,² v. 14, no. 4, Oct. 1943.
Yale Law Journal,² v. 55, no. 1, Dec. 1945.

² Permission to sell copies pending.

² Other out-of-print issues also available.

North Carolina Appropriations for State-Supported College and University Libraries, 1947-49

THE following appropriations were made by the General Assembly of North Carolina for the maintenance, buildings, and equipment of the libraries of state institutions for the biennium, 1947-49.

MAINTENANCE

<i>Library</i>	<i>Total 1947-48</i>	<i>Books 1947-48</i>	<i>Total 1948-49</i>	<i>Books 1948-49</i>	<i>Books— Per Cent of Total</i>
University of North Carolina (Library \$234,917) (Law School 4,000)	\$238,917	\$ 68,000	\$238,917	\$ 68,000	28.46
University of North Carolina State College of Agriculture and Engineering	61,408	25,000	62,008	25,000	40.31
University of North Carolina Woman's College	58,902	20,000	58,902	20,000	33.95
East Carolina Teachers College	21,780	8,500	1,780	8,500	39.04
Agricultural and Technical College (Negro)	19,000	8,000	26,000	15,000	57.69
Western Carolina Teachers College	30,300	5,000	30,300	5,000	16.56
Appalachian State Teachers College	22,980	7,000	22,980	7,000	30.88
Pembroke State College for Indians	5,690	4,000	5,690	4,000	70.28
Winston-Salem Teachers College (Negro)	13,600	5,000	13,600	5,000	36.76
Elizabeth City State Teachers College (Negro)	10,330	4,000	10,830	4,500	41.55
Fayetteville State Teachers College (Negro)	10,040	4,500	10,140	4,500	44.37
North Carolina College for Negroes	20,600	8,000	20,600	8,000	33.98
North Carolina School for the Blind and Deaf	830	(S 80) (E 750)	830	(S 80) (E 750)	
<i>Total</i>	<i>\$510,677</i>	<i>\$163,000</i>	<i>\$518,877</i>	<i>\$170,500</i>	<i>32.85</i>

BUILDINGS AND EQUIPMENT

<i>Institution</i>	<i>Building</i>	<i>Equipment</i>	<i>Total</i>
University of North Carolina	\$1,140,000	\$ 75,000	\$1,215,000
University of North Carolina Woman's College	700,000	75,000	775,000
East Carolina Teachers College	405,800	40,200	446,000
Agricultural and Technical College (Negro)	400,000	50,000	450,000
Western Carolina Teachers College	264,800	40,000	304,800
Fayetteville State Teachers College (Negro)	33,334	45,000	78,334
North Carolina School for the Blind and Deaf	101,000	7,000	108,000
Appalachian State Teachers College	200,000		200,000
Pembroke State College for Indians	200,000		200,000
North Carolina College for Negroes	500,000	50,000	550,000
<i>Total</i>	<i>\$3,944,934</i>	<i>\$382,200</i>	<i>\$4,327,134</i>

National Conference of Theological Librarians

A CONFERENCE which is unique in the history of theological librarianship in America was held on June 23-24 at Louisville, Ky. Responding to a call sponsored by the American Association of Theological Schools, fifty-one theological librarians and administrators gathered on the campus of the Louisville Presbyterian Seminary to consider common problems and responsibilities and opportunities of seminary libraries.

Recent years have witnessed rapid growth among the libraries of theological seminaries of the United States and Canada. At present, approximately one hundred and ten theological seminaries are affiliated with the American Association of Theological Schools, whose program of accreditation includes an examination of library facilities, program, personnel, and support. It was in connection with its concern for intensive study of seminary libraries during 1948-50 that the association, at its meeting of June 12, 1946, requested its executive committee to consider the calling of a national conference of theological librarians and of others interested and to make preliminary arrangements for the calling of such conference.

In addition to the discussion of basic problems, attention was given to matters of organization and the execution of specific projects. Tentative approval of a constitution was given, setting up the American Theological Library Association, with provisions for both individual and institutional memberships, and having the following stated purpose:

... to bring its members into closer working relations with each other and with the

American Association of Theological Schools; to study the distinctive problems of theological seminary libraries, to increase the professional competence of the membership, and to improve the quality of library service to theological education.

The following projects were determined upon, for intensive consideration during the coming year: AATS Booklist, Cataloging and Classification, Periodical Exchange, Religious Periodical Indexing, Publications, Personnel. Officers for the year are: president, L. R. Elliott, Southwestern Baptist Theological Seminary, Ft. Worth, Tex.; vice president, Raymond P. Morris, Yale Divinity School, New Haven, Conn.; secretary, Robert F. Beach, Garrett Biblical Institute, Evanston, Ill.; and treasurer, Ernest M. White, Louisville Presbyterian Seminary, Louisville, Ky. The executive committee consists of the above officers, a representative of the American Association of Theological Schools, and the following members-at-large: Kenneth S. Gapp, Princeton Theological Seminary, Princeton, N.J.; E. F. George, Evangelical Theological Seminary, Naperville, Ill.; O. Gerald Lawson, Drew Theological Seminary, Madison, N.J.; Lucy W. Markley, Union Theological Seminary, New York City; and Evah Ostrander, Chicago Theological Seminary.

A full summary of the proceedings of the conference has been prepared. Persons desiring copies are invited to communicate with the secretary, Robert F. Beach. Inquiries and applications for membership in the American Theological Library Association may be directed to the treasurer, Ernest M. White.

ROBERT F. BEACH, *Secretary*

Personnel

WITH the retirement of Charles W. Smith as librarian of the University of Washington on September 1, the Pacific Northwest loses another of its library pioneers. Mr. Smith came to the university as assistant librarian on his graduation from the University of Illinois Library School in 1905. He is this year completing forty-two years of continuous service to the university. In 1913 he was made associate librarian and



Charles W. Smith

associate professor of library economy. In 1926 he was given a full professorship and in 1929 after the retirement of the late W. E. Henry he was appointed librarian.

The board of regents has approved the appointment of Mr. Smith as professor and librarian emeritus and bibliographic consultant.

Few men have had so long and so intimate an association with the development of a great research library as has Mr. Smith. When he came to Washington in 1905 the library contained approximately twenty thousand volumes. On his retirement he leaves a well-rounded collection of more than six hundred thousand volumes. By every instinct a bibliographer and a scholar, Mr. Smith has

played a vital role in the development of the university library and the services it renders. In 1923 he was sent to Europe by the university on a buying trip, which resulted in the completion of important sets and the acquisition of over nineteen thousand separate items.

A charter member of the Pacific Northwest Library Association, Mr. Smith holds the unique record of having served as chairman of the committee on bibliography continuously since its inception, except for the year he was president of the association. Under his leadership the committee on bibliography has brought to successful completion a number of cooperative ventures, the last of which was the Pacific Northwest Bibliographic Center. It was largely due to Charles Smith's vision and enthusiasm that a workable plan for a bibliographic center was perfected and a \$35,000 grant was secured from the Carnegie Corporation of New York. From this grant in 1940 the committee on bibliography under Mr. Smith's leadership and direction has developed a functioning project, soundly managed and soundly financed, which is playing an important role in the furtherance of scholarship in the Pacific Northwest.

Mr. Smith has found time for active membership in a number of organizations including the American Historical Society and the Bibliographic Society of America. He has contributed frequently to scholarly publications, and his *Checklist of Books and Pamphlets Relating to the History of the Pacific Northwest*, the second edition of which has long been out-of-print, is still considered the basic reference tool in this field.

Forty-two years of unstinted, untiring service of the sort given the University of Washington by Charles W. Smith is incalculable and cannot be measured. The university community appreciates his contribution, however, and has long held him in high esteem. He is affectionately known as "Booky" Smith by his colleagues on the campus. It is worthy of note that Mr. Smith has selected and trained his successor, Harry C. Bauer, who becomes director of libraries on September 1. Librarians in the Pacific North-

west congratulate Charles W. Smith on his splendid record of achievement and hope that they will have his friendly counsel for years to come.—*John S. Richards.*

DR. William M. Randall, for a dozen or more years a member of the faculty of the Graduate Library School of the University of Chicago, on June 1, 1947, became director of libraries of the University of Georgia, succeeding Ralph H. Parker.

Dr. Randall returns to the ranks of uni-



Dr. William M. Randall

versity library administrators with a rich and distinctive experience as librarian, teacher, editor, author, library consultant, and member of the armed services. He began his connection with libraries as student assistant and senior classifier at the University of Michigan Library from 1920 to 1925. During the period he received the degrees of A.B. (1922) and A.M. (1924) from the university. From Michigan he went to Hartford, Conn., where he became instructor in phonetics and general linguistics, Kennedy School of Missions, and curator of the Ananikian Collection of Arabic Manuscripts of the Hartford Seminary Foundation. He received his doctorate, *summa cum laude*, from the seminary in 1929.

From January to June 1928 Dr. Randall was associated with William Warner Bishop, J. C. M. Hanson, and Charles Martel in

initiating the recataloging of the Vatican Library in Rome. In October of 1929 he joined the staff of the Graduate Library School of the University of Chicago as associate professor.

At Chicago Dr. Randall served in various capacities, his principal activities as teacher being in the fields of classification and cataloging and college library administration. He became the first editor of the *Library Quarterly* in 1931, which position he held until he entered the United States Army in 1942. He was made professor in 1931 and served as assistant dean of students of the university, 1938-42.

From 1929 to 1931 Dr. Randall was employed by the Carnegie Corporation of New York as consultant for the Advisory Group on College Libraries, of which Dr. Bishop was chairman. In that capacity he visited the libraries of two hundred or more liberal arts colleges and gained firsthand information concerning the status and administration of that type of library. *The College Library* (1932) and *Principles of College Library Administration* (with F. L. D. Goodrich, 1936), grew out of that experience and his study of college administration in general. In 1939 he directed the institute of the Graduate Library School of the University of Chicago devoted to the consideration of the problems of acquiring and cataloging materials and edited the volume of papers presented at the institute under the title, *The Acquisition and Cataloging of Books* (1940).

During his stay at the University of Chicago Dr. Randall was a student of the Middle East and spent considerable time visiting the libraries of that region. Prior to the war, he also engaged in the study of cryptography and, at the beginning of the war, was requested by the Army to enter the service because of his knowledge of Arabic and of the Middle Eastern countries. He entered the Army in 1942 as a major and served as follows: 1942, liaison officer, Air Transport Command, R.A.F., in Cairo; later in charge of Political and Economic Intelligence, G-2, U.S. Army Forces, Middle East (until June 1943); attached to Joint Intelligence Agency, Middle East (War Intelligence), Cairo, June 1943-April 1944; attached to Intelligence, North African Division, Air Transport Command, Casablanca, Morocco, April 1944-April

1945; North Atlantic Division, April-October 1945.

Upon leaving the service, Dr. Randall became manager of the Library Division of Snead & Company, with headquarters at Orange, Va., and in August 1946 became vice president of the Angus Snead Macdonald Corporation.—*Louis R. Wilson.*

ELMER Mōri Grieder, who became librarian of West Virginia University on July 1, is a native of Iowa and a graduate of the University of Dubuque. From 1930 to 1935 he taught at the La Porte City High School and at the University of Dubuque summer school.



Elmer Mōri Grieder

In 1936, after receiving a library degree from Columbia and working in the New York Public Library as a temporary assistant in the economics division, he went to the Detroit Public Library as a junior assistant. Thence, in February 1938, he came to Harvard as assistant librarian in the Graduate School of Public Administration. He returned to this position in January 1946 after nearly three years of service in the Army, chiefly in New Guinea and the Philippines. From October 1946 until he resigned to go to West Virginia, he worked as assistant to the director of the Harvard University Library, concerning himself particularly with plans for the new

undergraduate library which is now under construction.

He has served as president of the Harvard Library Club and has been an active member of S.L.A. and A.L.A. Some idea of his accomplishments is suggested by articles he contributed to *Special Libraries*, *Harvard University Library Notes*, and *Papers & Proceedings* of the National Association of State Libraries.

The Library of the Harvard Graduate School of Public Administration (Littauer Center) consisted of a few hundred volumes in seminar collections when Mr. Grieder came to Harvard, and the Littauer Building, which now houses it, was not opened until a year after his arrival. By the middle of 1947, the new library had grown to more than 130,000 volumes and pamphlets. Mr. Grieder helped to plan and directly supervised the building up of an institution which not only serves its own graduate school but also functions as a document center for the university as a whole. It should be noted that, while his title was "assistant librarian," there was never any librarian of the Graduate School of Public Administration, and Mr. Grieder was responsible directly to his faculty and to the director of the university library.—*Edwin E. Williams.*

THE Board of Regents of the University of Washington has announced the appointment, effective Sept. 1, 1947, of Harry C. Bauer as director of libraries and professor of librarianship. Bauer succeeds Charles W. Smith, librarian, who is retiring after forty-two years continuous service on the faculty of the university.

Mr. Bauer, a graduate of the St. Louis Library School (1931), was born and reared in St. Louis. He attended the University of Missouri from 1921 to 1923 and later transferred to Washington University (St. Louis) where he received the A.B. degree in 1927 and the M.S. degree (physics) in 1929. It was here he was elected to Sigma Xi.

Bauer became interested in librarianship following a number of years as a part-time student assistant in the St. Louis Public Library during his high school days. His first professional appointment came in 1929 as an assistant in the applied science depart-

ment of that institution. In 1931 he moved to the University of Missouri Library where he was appointed chief of the circulation department.

A new field opened for Bauer with the important library development in the Tennessee Valley Authority when, in March 1934, he was invited to organize and administer the technical library system of that project. While with the T.V.A. Mr. Bauer collaborated with Mrs. Lucile Keck and Mrs. I. E. Dority in editing the second edition of



Harry C. Bauer

Public Administration Libraries: A Manual of Practice, published by Public Administration Service in 1941. He also served on the board of directors of Special Libraries Association from 1940 until April 1942 when he departed from the T.V.A. on military leave to accept a commission as a captain in the U.S. Army Air Corps. He was also active in the credit union movement, serving as treasurer-manager of a T.V.A. credit union and as president of the Tennessee Credit Union League in 1941-42.

Harry Bauer's record in the Army Air Corps is a distinguished one. Upon completing courses at the officer's training school at Miami Beach, Fla., and the combat intelligence school at Harrisburg, Pa., he was assigned to the 98th Bombardment Group and sent to the Middle East. In 1943 he

was promoted to major and two years later in 1945, after thirty-three months continuous overseas service in this area, Africa, and Italy, he returned with his group to the United States. Major Bauer was awarded the Bronze Star, the Air Medal, and the Purple Heart. Now on inactive duty, he is a lieutenant colonel in the Reserve Corps.

At the University of Washington Bauer is also a member of the faculty of the school of librarianship, teaching courses in administration. He is active in civic affairs, being a member of the mayor's committee on salacious literature. This committee's report received considerable notice when it was published in the July 12, 1947, *Saturday Review of Literature*. He is a member of the Seattle Municipal League and the University Kiwanis Club. He is a contributor to professional periodicals, holds membership in the organizations of the library field, and was the president of the Puget Sound Chapter of the Special Libraries Association for 1946-47.

Mr. Bauer is interested in the furthering of the diffusion of knowledge. Toward this end he has devoted much of his time to winning the confidence of students and faculty and to other aspects of public relations which might result in much greater use of university library facilities than is now generally made in colleges and universities in this country. His appointment by the Board of Regents of the University of Washington is recognition of the high esteem in which Bauer is held in academic and library circles. The university is fortunate in securing one who not only has high standards and a fine record of achievement, but whose judgment, sense of proportion, and understanding of people—as demonstrated in his associations within and without the profession—will continue to bring credit to librarians.—Robert L. Gitler.

THE University of Missouri recently announced the appointment of Ralph Halstead Parker as librarian. Dr. Parker was director of libraries at the University of Georgia and takes to his new assignment a broad understanding of library objectives in higher education and a varied experience in library administration. Essentially a teacher at heart, his ability as a librarian



Ralph Halstead Parker

is peculiarly well-suited to the opportunities for library development at the University of Missouri. He replaces Benjamin E. Powell who is now librarian of Duke University.

A native of Texas, Dr. Parker attended the University of Texas where he earned successively his bachelor's, master's, and doctor's degrees, majoring in the field of Latin American history. Subsequently in 1936-37 he attended the University of Chicago Graduate Library School on a fellowship which enabled him to follow a special program of study on college and university administrative problems. A student assistantship in the University of Texas Library established a career interest which led ultimately to his appointment in 1930 as loan librarian at his alma mater. Following his study at the University of Chicago, he was librarian of Pomona College, Claremont, Calif., and in 1940 he assumed the duties of director of libraries at the University of Georgia.

The A.L.A. survey of the University of Georgia Library system created opportunities which Dr. Parker made wise use of to effect a reorganization, sound in principle and appropriate in detail. He was particularly concerned with the consolidation of scattered resources and the development of a modern central catalog. Through the generosity of the general education board he was able to

provide for the reclassification and recataloging of the collection. In cooperation with college and university libraries in the Atlanta-Athens area, he took an active part in initiating the university center. While at the University of Georgia, Dr. Parker devoted much of his time to a study of library building requirements and to planning for the Ila Dunlap Little Memorial Library.

Soon after war was declared Dr. Parker entered military service and rose from the rank of private to that of captain. After completing officer's candidate school, he was assigned to the office of the Adjutant General in Washington because of his knowledge of International Business Machines acquired through his adaptation of the I.B.M. system to University of Georgia Library records.

Dr. Parker has been active in state and national library organizations, exerting his leadership in offices of state associations and through committee work in A.L.A. He has been a member of the A.L.A. Committee on Library Administration, 1936-37, the Board on Resources of American Libraries, 1940-47, and is chairman of the Committee on Library Equipment and Appliances. Until recently he was a member of the Tennessee Valley Library Council and was concerned with establishment of the Southeastern States Regional Library Survey.—*Wayne S. Yena-wine.*

RICHARD H. LOGSDON, recently assistant director of the Veterans Administration Library Services, became assistant director in charge of technical services for the Libraries of Columbia University on September 1. Mr. Logsdon has had an unusually successful career as a librarian and will contribute a large share to the success of the fine staff being assembled at Columbia.

Particularly interested in education, he has been able to combine library administration and teaching in several positions which he has held. After graduation from Western Reserve University in 1934 he went to Adams State Teachers College as librarian and instructor in library science. After taking time out to acquire a Ph.D. at the University of Chicago, he went to Madison College as librarian and associate professor in library science in 1939 just prior to completion of

the new Madison Memorial Library. In this position he was responsible for developing and expanding the services of the library and was particularly successful through participation in the work of faculty and student committees in achieving integration of the library program with the over-all program of the college. In addition to normal services, the library assumed responsibility during his administration for supervision of the regional audio-visual center sponsored by the state department of education. This center supplied films, records, and slides not only to the college but to schools in the area.

Four years later, in 1943, he was appointed head of the Library Service Department at the University of Kentucky. Taking military leave from this position in 1944, Logsdon's interest in education and training was wisely used by the U.S. Navy when he was attached to the Bureau of Naval Personnel Training Division during his period of active duty. In this capacity he assisted in the preparation of curricula for naval training schools and was a member of the board of review for training films and other training aids.

Following service in the Navy he became librarian of the U.S. Office of Education where he carried through a reorganization of the library as part of the commissioner's plan to improve the services of the Office of Education.

In February 1947 Logsdon came to the Veterans Administration as assistant director of library service. He has done outstanding work in helping to develop policies and procedures necessary to carry out the consolidation and development of library service in this organization.

Interested in the development of the profession of librarianship, he has been an active participant in important committee work of the various professional organizations. He has been chairman of the Publications Committee of A.C.R.L. since 1946; a member of the Board of Education for Librarianship of the A.L.A. since 1946; a member of the Fourth Activities Committee of A.L.A. since 1946; and president of the Library Education Division since June 1947.

Firmly convinced that good training coupled with sound administration supervision is the answer to successful library operation, Logsdon



Richard H. Logsdon

don has displayed clear thinking, a knowledge of sound basic principles, and the ability to make full use of his great energy in the solution of problems.

The loss of his services to the Veterans Administration program is a serious one but it is expected that the addition of his abilities to the staff at Columbia will be a benefit to the profession as a whole.—*Francis R. St. John.*

MAURICE F. TAUBER, since 1944 assistant director of libraries in charge of technical services in the Columbia University Libraries, added his full strength to the faculty of library service beginning September 1. He came to Columbia with the understanding that, after a further period of practical experience, he would transfer full time to the school. In the meantime, he served the school in a part-time capacity first as assistant professor and since July 1, 1946, as associate professor.

It is seldom given to a librarian to conduct a survey and then have the opportunity to put his suggestions for improvement into effect, but that briefly has been the experience of Maurice Tauber with the Columbia University Libraries. With L. Quincy Mumford, he surveyed the technical operations of the university libraries in 1943-44. At the end



Maurice F. Tauber

of that year he came to the position he has just relinquished and has spent his time since then translating his proposals into action. His task in the new position, the scope of which he helped to define, was to coordinate all of the "technical services" (acquisitions, cataloging and classification, binding, and photography) and to smooth out and simplify the various operations in this sector.

Among specific accomplishments by his staff he can look back upon the following: elimination of overlapping and waste motion in a number of library routines; simplification of cataloging and of the billing procedures for acquisitions and photography; greater centralization of acquisitions work; clearer separation of homogeneous duties for the purpose of utilizing staff members of different levels of preparation. These and related accomplishments contributed their part toward such striking changes in statistics as the following (figures are for 1944 and 1947 respectively): volumes cataloged, 38,008 to 58,442; orders placed, 11,232 to 26,787; exchanges received, 1,655 to 11,783; gifts received, 17,820 to 41,870; serials checked, 27,907 to 59,075; pamphlets bound, 8,353 to 12,671. Photographic income rose from \$8,799.48 to \$15,286.39.

In securing these results he has shown a steady sense of direction, the capacity to

tunnel through mountains of details, noiseless but vigorous powers of leadership, and antennae sensitive to the point of view of others.

An indefatigable worker, Dr. Tauber has squeezed a variety of special assignments into his schedule. He has been a consultant on problems of the technical services at Vassar College Library, the University of Vermont Library, and the New York State Library. He is co-author with Louis Round Wilson of *The University Library* and, with Dr. Wilson, surveyed the University of South Carolina Library in 1946. He served on the committee appointed by the Librarian of Congress to study the principles of descriptive cataloging. Since September 1945 he has been an energetic managing editor of *College and Research Libraries*. He was recently elected vice president of the Division of Cataloging and Classification of the American Library Association. Beginning this month he will join Louis Round Wilson and Robert Bingham Downs in a survey of the Cornell University Libraries. With practical library experience to his credit in three universities and with his extensive experience in surveys, he can be said to have become one of our leading authorities in that important sphere of library work behind the scenes which at Columbia is referred to as the technical services.—Carl M. White.

ON September 15 Alfred Harris Rawlinson became librarian and head of the department of library science at the University of South Carolina. His new position brings him back to his adopted state after a year and a half as librarian of Centre College, Danville, Ky. Before going to Centre College, Mr. Rawlinson had been, at various times, reference librarian and cataloger in the Richland County Public Library, Columbia, S.C.; assistant professor in the Emory University Library School; regional librarian of the Murray, Ky., State Teachers College, and executive secretary of the Arkansas State Library Commission.

A missionary's son, Mr. Rawlinson grew up in China, where his father edited the *Chinese Recorder* and the *China Mission Year Book*. He holds an A.B. from Bucknell, a library degree from Emory, and an M.A. from the University of South Carolina. Dur-

ing the war years he was secretary of the Southeastern Library Association and he has held other offices in state library associations.

To his new position Mr. Rawlinson brings a thorough understanding of South Carolina, the university, and the university libraries. He finds them expanding more rapidly than at any previous period of their history and undergoing reorganization following the survey made by Wilson and Tauber in 1946. South Carolina librarians and the chess play-



Alfred Harris Rawlinson

ers of Columbia will welcome his return for opposite reasons. The librarians know and appreciate his good humor and friendliness, the chess players his cold, calculating ferocity. —*John VanMale.*

CHARLOTTE A. BAKER, one of the "old guard" of land-grant college librarians, died at Fort Collins, Colo., on June 22, 1947, five weeks after her eightieth birthday.

From the summer of 1900 when she became librarian of New Mexico Agricultural College to 1936 when she retired as librarian emeritus of Colorado State College of Agriculture and Mechanic Arts, she was active not only in college work but in what she considered a real function of the land-grant college libraries, the promotion of libraries in the small towns typical of the rural areas.



Charlotte A. Baker

Miss Baker came to Colorado in the fall of 1893 for her health and entered the training class of the Denver Public Library in the fall of 1894. Later she worked in the cataloging department there. Then in the summer of 1900 she accepted a position as librarian of New Mexico Agricultural College, where as she expressed it:

As librarian I was supposed to manage the library and do anything else that seemed useful. I rang the bell for the change of classes, but forgot so often that the work was turned over to a student. Then I sold stationery for the community, ran a local mail distributing center, helped stage college entertainments, all for the munificent sum of fifty dollars a month.

In 1906 she returned to Colorado as assistant librarian of the Colorado State Agricultural College working under the brilliant Joseph F. Daniels, who later as head of the Public Library and Riverside Library School, Riverside, Calif., is so well-remembered by public librarians. In 1910 she became librarian and served in that position until she retired in 1936.

Important in the story of the development of land-grant college functions was the little-known survey made by a committee of the Agricultural Libraries Section of the A.L.A., and published by mimeographing at the U.S. Department of Agriculture Library in 1922.

Miss Baker was the chairman of this committee, of which the other active member in planning was Lucy May Lewis, librarian of Oregon State College. Overshadowed by the very thorough report by Charles H. Brown on libraries in the 1930 survey of land-grant colleges issued by the U.S. Office of Education, it nevertheless did set out for the first time some of the characteristics of the land-grant college library and some of the peculiarities of its organization and needs.

Miss Baker's administrative ability, together with her sense of values, made the library of Colorado "Aggies" one of the well-known smaller land-grant collections, but she will be long remembered by both faculty and students more for the vitality of her personal contacts with people. Yet it is for the promotion of the small libraries of Colorado, and the training of librarians for those collections, that she will be longest remembered. These activities were reflected in her service as secretary of the Colorado State Library Commission from 1913 to 1919, as editor of *Occasional Leaflets* and the *Colorado Libraries* for the Colorado Library Association from 1913 to 1922, and as principal of the summer library school of the Colorado State Agricultural College from 1918 through 1932.

In 1940 Miss Baker was awarded one of the first of the "Distinguished Service" awards of the Colorado Library Association for her work in the promotion of public libraries. At the request of friends and former students the Library of Colorado A. & M. College is establishing a Charlotte A. Baker Memorial Collection to be made up of the type of book that she would have delighted to introduce to students who were just coming to know the joys of reading.—
James G. Hodgson.

HAROLD LANCOUR has become assistant director of the University of Illinois Library School, replacing Lewis F. Stieg. He began his new duties Sept. 1, 1947.

Mr. Lancour has had a varied experience since his graduation from Columbia library school in 1936. His introduction to library work was gained in the University of Washington Library. After serving in several posts in the New York Public Library Reference Division, he spent several months

in the Tremont Branch Library. His professional career since that time has all been in one institution, but one in which there is a unique combination of college, public, and special library functions. In 1937 he went to the Cooper Union as head of the museum library, at that time one of five separate libraries in that institution. In 1940 he became head librarian and was given the task



Harold Lancour

of reorganizing and consolidating the whole library system. The library Mr. Lancour leaves to his successor is a lively and vital organization of several departmental libraries under a strong central organization. The increased professional services provided by the reorganized library called for increased staff and financial support. Since 1939 the Cooper Union Library staff has grown from five librarians with a budget of \$29,000 to eleven professional librarians, all with faculty status, twenty-two clericals, and an operating budget of \$75,000.

While Mr. Lancour's professional interests are in the practical problems of administration, most of his leisure-time activities are bibliographical. His first published bibliography on early immigrant passenger lists went through two editions in one year, and his checklist of American art auction catalogs is the standard work in this field. The acquisitive instincts of the collector are ex-

pressed in his shelf of examples of fine printing of the sixteenth century. As an active member of the Grolier Club of New York and the American Antiquarian Society, he has found congenial associations for these interests.

Mr. Lancour was one of the founders of the Engineering School Libraries Section of the Association of College and Reference Libraries and chairman of the section from 1941 to 1946. He is now its representative on the A.C.R.L. Board of Directors. In the American Association for Engineering Education he helped originate, and since 1941, has served on its national committee on libraries.

During the war Mr. Lancour was an instructor in the now famous school for Army librarians which operated during 1944 and 1945 in Paris and later in Oberammergau. With LeRoy C. Merritt at the University of California and Herbert Goldhor at the University of Illinois, he is the third of the faculty of that school to become actively engaged in education for librarianship.

Mr. Lancour secured his B.S. and M.S. degrees from Columbia School of Library Service and has just completed the work for his doctor's degree in education at Columbia Teachers College.—*B.C.H.*

JUAN SUÁREZ-MORALES, formerly assistant librarian in charge of circulation at the University of Puerto Rico in Rio Piedras, assumed the librarianship of the College of Agriculture and Mechanic Arts in Mayagüez, P.R., on Aug. 1, 1947.

Mr. Suárez has risen rapidly in the profession since he began his career as a student assistant in the University of Puerto Rico Library in 1943. Upon his graduation with an A.B. degree in 1944, he served as a library assistant in the circulation department of the university library for a year, after which he was given a *stipendium* for a year's study in the Syracuse University School of Library

Science. In 1946 he was appointed assistant librarian in charge of circulation at the University of Puerto Rico.

Mr. Suárez will bring to his new post an intimate knowledge of the needs of Puerto Rican students from a service standpoint. His ability to apply this knowledge has been demonstrated on innumerable occasions in the solution of difficult problems presented to the public service department of a bilingual, half Latin American, half North American university library. In addition to his administrative competence, Mr. Suárez maintains an active interest in the broad social problems of the island, not the least of which is the institution



Juan Suárez-Morales

of an efficient library system which will reach every *bohío* in the hills. Puerto Rican librarianship as a whole has been immeasurably strengthened by this appointment of Juan Suárez-Morales.—*Lawrence S. Thompson*

Appointments

Janet Agnew, librarian of Sweet Briar College, has been appointed to the librarianship of Bryn Mawr College. During the past summer she has been a member of the library school faculty at North Carolina.

Ernest L. Hettich has been appointed di-

rector of libraries of New York University. He has been acting director since 1945 in addition to his duties as full professor in the Washington Square College classics department.

Albert C. Gerould, deputy librarian of the

United Nations, has been named librarian of Clark University at Worcester, Mass.

David K. Berninghausen, director of the Phillips Library of Birmingham-Southern College, has been appointed librarian of the Cooper Union for the Advancement of Science and Art in New York City.

Recent administrative appointments at the University of Denver include Carl W. Hamilton as librarian of the College of Business Administration, Mrs. Frances Hickey Schallow as librarian of the College of Law, Lyle Morey as head of the catalog department, Jane Gould as head of the purchasing department, Jane Pope as head of the serials department, and Margaret Hayes as chief of the service division.

Lee C. Brown, executive secretary and librarian of the American Merchant Marine Library Association, is now librarian of the Pennsylvania Military College at Chester.

William S. Budington has been appointed librarian of the Engineering Library of Columbia University. Since leaving the service he has received a degree in engineering from Virginia Polytechnic Institute.

Barbara Hubbard, library staff member of Cornell University, is now chief of the readers' division of the Mt. Holyoke College Library.

Edith A. Wright, formerly reference librarian of the American Library in Paris, has become order and periodical librarian of the New Jersey College for Women.

Elizabeth Ives, of the Middlebury College Library, has been appointed assistant librarian of Elmira College.

Janet Dickson, order-catalog librarian of the Providence Public Library, has been appointed head cataloger of the State University of Iowa.

Lillian B. Goodhart, of the cataloging staff of the Yale University Law School Library, is now chief of the cataloging department of the New Jersey College for Women Library.

Dixon Wecter, chairman of the research group at the Huntington Library, has been appointed literary editor of the Mark Twain estate. The Mark Twain collection has been transferred from Harvard to Huntington on a long-term loan.

Evelyn Elliott, head of the catalog department at Kansas State Teachers College at Emporia, has become head of circulation of

the University of Washington Library at Seattle.

Louise Darling, recently returned from Army library service in the Pacific, has been made librarian of the newly-organized Biomedical Library of the University of California at Los Angeles.

Neal Harlow, formerly of the Bancroft Library of the University of California at Berkeley, is heading the new Department of Special Collections of the University of California Library at Los Angeles.

Dorothy B. Hammell, Brooklyn College Library, has been appointed librarian of the Education Library of the University of Southern California.

Emma Linton Holman, formerly of the extension division of the Virginia State Library, has been named librarian of Mary Baldwin College, Staunton, Va.

Henry E. Coleman, Jr., librarian of the George Avery Bunting Library, Washington College, Chestertown, Md., has been appointed librarian of Washington and Lee University, Lexington, Va.

Donald C. Davidson has succeeded Katharine F. Ball as librarian of Santa Barbara College of the University of California.

The University of California at Berkeley has made the following appointments to administrative and specialist positions: Vincent H. Duckles as head of the Music Branch Library; Elizabeth Huff as head of the East Asiatic Library; Frances B. Jenkins as head of the newly-established science reference service; Myra B. Kolitsch as head of the library school library; Thomas B. Murray as stack supervisor; and William B. Allen, in charge of public relations.

Sidney B. Smith, who has been in residence at Chicago for the doctorate, has been appointed director of libraries at the University of Vermont.

Morrison C. Haviland, until recently acting head of the reserve book room of the University of California at Berkeley, has been appointed general assistant to the director of the Harvard College Library.

The University of California at Los Angeles has appointed Dumtry Krassovsky as bibliographic consultant in Slavic materials and Georgia Catey as librarian of the geology and physics libraries.

John Dulka, assistant reference librarian

of the Milwaukee Public Library, has been appointed reference librarian at Milwaukee State Teachers College.

Edith Schumacher, head cataloger of the Pratt Institute Library, Brooklyn, has been appointed assistant librarian in charge of technical processes of the New York State Maritime Academy at Fort Schuyler.

Anne Coogan, formerly of the reference department of the Grosvenor Library, is now head reference and circulation librarian at Carnegie Institute of Technology, Pittsburgh.

Bernard R. Berelson, assistant professor of library science at the University of Chicago, has been appointed dean of the Graduate Library School at the university. Frances Henne, at present an assistant professor, has been named associate dean and dean of students.

Olga M. Peterson, chief, Public Relations Office, A.L.A. Headquarters, has been appointed librarian of the University of St. Thomas, Houston, Tex., as of October the first.

Retirements

Granville Meixell, who has been librarian of the Applied Science Libraries and later the Engineering Library of Columbia University since 1925 has retired.

Mrs. Elsie Howard Pine, assistant professor of library science and former acting librarian of Kansas State Teachers College at

Emporia, has retired after twenty-five years of service.

Abbie McFarland has retired as librarian of Mary Baldwin College at Staunton, Va.

Dr. E. C. L. Miller, director of libraries, and Florence McRae, librarian of the Medical College of Virginia, retired on January 1.

Personnel Changes in Foreign Libraries

POLAND

Polish libraries have suffered intensely, perhaps more than those of any other European nation, even Germany, as a result of the war. Quite aside from confiscation, plundering, and total destruction of many Polish libraries, the personnel situation was seriously aggravated by the fact that no less than 145 Polish librarians lost their lives during the war. As complete a list as possible was published in *Bibliotekarz*, XII (1945), 2-3, and XIII (1946), 137-39, 233. Dr. Adam Lewak, director of the university library in Warsaw who kindly supplied this information, states that of the 145 dead librarians, no less than 71 were executed. In 1939 there were some 1300 librarians and archivists in Poland.

Krakau

Dr. Karol Piotrowicz, former director of the Library of the Polish Academy of Sciences died in Russia in 1940. Mrs. Suszytowa became director in 1945.

Dr. Marian Kukiel, formerly director of Prince Czartoryski's Library, has been in England since 1940. The present director is Dr. Karol Buczek.

Posen

Dr. Andrzej Woytkowski, former director of Count Raczyński's Library, is now a professor and director of the university library in the University of Lublin. He was succeeded by Dr. Marian Rymarkiewicz. The library was partially destroyed by fire in 1944 and 1945.

Łódź

A new university library is being organized under the directorship of Dr. Adam Łysakowski.

Toruń

Dr. Z. Mocarski, who died in 1941, has been succeeded by Janina Przybyłowa as director of the Nicholas Copernicus Municipal Library.

Breslau

Dr. Josef Deutsch surrendered the directorship of the Staats- und Universitätsbibliothek after the transfer of Silesia to Poland. The library itself was almost totally destroyed by fire during the last months of the war. In its stead a municipal library under the directorship of Dr. Antoni Knot is being established.

LAWRENCE S. THOMPSON

News from

Conferences and Curricula

In June the Carnegie Corporation of New York granted \$250,000 for an experimental five-year program to develop four university study centers concerned with Latin America. The project will be developed jointly by the University of North Carolina, the University of Texas, Tulane, and Vanderbilt. The program is designed to make available comprehensive examinations of Latin America to teachers, businessmen, and government officials as well as to students. Each center will offer a fuller curriculum on Latin American subjects than has been possible in the past. Broader facilities for graduate work and an expansion of literary resources will be features of the program.

The McGregor Room in the Alderman Library of the University of Virginia served as a meeting place for four evening seminars in contemporary poetry and prose, sponsored by the school of English. William Butler Yeats, James Joyce, T. S. Eliot, and W. H. Auden were the subjects of the meetings. The McGregor Room also serves as the meeting place of the Bibliographical Society, centering in the University of Virginia and the Charlottesville community, but open to others who may be interested. The Washington Library Association sponsored a meeting concerned with the problems of public library administration at the twelfth annual institute on government held at the University of Washington in Seattle. "Library Service to Business and Government" and "The Bookmobile and Its Place in Library Extension" were the topics reviewed.

The first postwar regional library conference of representatives of Pennsylvania, New Jersey, West Virginia, Maryland, and the District of Columbia will be held October 9-11 in Baltimore. The general theme will be "The Education of This Generation."

During June 4, 5, and 6 an in-service library institute was held on the campus of Kansas State Teachers College, Emporia. The program was sponsored jointly by the Kansas Library Association and the Kansas

State Teachers College Library School. Representatives from practically every section of the state attended. After a general session the institute was divided into two discussion groups: one, concerned with young people's reading and school library problems, the other with library extension on a state-wide basis and with public relations as affecting the service of public libraries.

In May, at the invitation of the Colorado Library Association, twenty-five librarians met in Denver to discuss the possibility of forming a Mountain-Plains Library Association. Those attending the meeting represented eight neighboring states. Three of the states represented now participate in the Pacific Northwest Library Association or the Southwest Library Association, so it was the librarians of the five remaining states who had more than an academic interest in combining into a regional group. It was decided that the first regional conference would meet in 1948. With assurance of support from interested librarians, a three-day meeting is planned and an attendance of two or three hundred expected. Ralph T. Esterquest, University of Denver Libraries, has been appointed chairman of the Mountain-Plains Library Conference Planning Committee.

The thirty-fourth annual Conference of Eastern College Librarians will meet at Columbia University on Saturday, Nov. 29, 1947.

Gifts and Collections The Western Historical Manuscripts Collection of the University of Missouri recently acquired the Senatorial and Vice Presidential Papers of Harry S. Truman covering the years 1934-45. Other recent acquisitions include the papers of Ralph E. Lozier, congressman from Missouri, 1918-35, and the memoirs of Thomas E. Breckenridge, a companion of John C. Fremont on two of his expeditions. The debates and proceedings of the Missouri Constitutional Convention held in Jefferson City, Mo., during December and January 1845-46 have also been acquired.

The Alderman Library of the University

the Field

of Virginia has recently received a collection of manuscripts, notebooks, scrapbooks, and miscellaneous papers belonging to the late Senator William Cabell Bruce. As a charter day gift, Dr. and Mrs. John W. Price, Jr., of Louisville, Ky., presented the College of William and Mary with a collection of papers and correspondence formerly preserved at the Skipwith family seat, "Prestwoud," Mecklenburg County, Va. The collection contains approximately 6500 pieces covering the years 1762-1890. Included in the gift was a series of approximately sixty letters exchanged between William and Peyton Short during the period, 1781-1824.

In May, Columbia University acquired the world's outstanding collection of Spinoza's works and associated material. This collection, which represents the combined lifework of two noted Spinoza scholars, was integrated by Mr. Oko in 1935 after the death of Mr. Gebhardt, who was the foremost German scholar on Spinoza. Mr. Oko, who was born in Russia and educated in Berlin, came to the United States at the age of twenty. He began his collection when he was fifteen. He died in this country in 1944 while approaching completion of a definitive bibliography on Spinoza. The gift to Columbia includes one volume signed by Spinoza which was a part of the philosopher's personal library. The signature may be the only one extant. The collection also includes seventeen of the seventeenth-century editions of Spinoza's works. An original manuscript of a work on Spinoza by Sir Frederick Pollock, noted British scholar, is one of the items.

The University of Southern California recently acquired the George Barr McCutcheon collection of James Whitcomb Riley. A nearly complete Riley collection is furnished by the 170 items.

Northwestern University Library has received a valuable collection of fourteen incunabula from the Royal Library in Copenhagen. The work of thirteen different printing presses is represented. The oldest book in the collection, *Scriptores historiae Augustae*, was printed by Philippus de Lavagna

in Milan in 1475. Other titles included are Antoninus Florentinus's *Confessionale*, 1490; the *Biblia Latina*, Venezia, 1489; Cicero and Plinius II's *Epistulae Selectae*, 1500; and Henricus de Gorichemus's *Conclusiones super IV libros sententiarum*, c. 1488.

With the establishment of a School of Medicine on the Los Angeles campus of the University of California, plans have been made to build a biomedical library which will serve the new school and the graduate life sciences fields. The library will eventually be located in its own building which will be centrally located in the biomedical group and in proximity to the campus's general library. The new buildings are expected to be completed in 1950. Until that time the biomedical library will be housed in a temporary building on the campus. Louise Darling has been appointed to the biomedical librarianship.

A department of special collections has been established in the Library of the University of California at Los Angeles. This collection will be administered by Neal Harlow and will embrace rare books, manuscripts, archives, maps, music, and photography.

Surveys A survey of the Cornell University Libraries will be made this month by a staff composed of Louis R. Wilson, chairman, Robert B. Downs, and Maurice F. Tauber. The survey has been approved by the Board of Trustees of Cornell at the request of Stephen A. McCarthy, director of libraries.

The American Council of *Microfilms* Learned Societies announced earlier this year that work has been completed on more than half of the files of the nineteenth-century Negro newspapers being microfilmed by the Committee on Negro Studies of the American Council of Learned Societies. Positive microcopies of the films are now available for purchase by libraries and educational institutions. Order lists and information on the Negro Microfilm Series may be obtained from the Committee, 1219 Sixteenth St., N.W., Washington, D.C.

Publications The United States Department of State has issued *Making the Peace Treaties, 1941-1947*, which is a history of the making of the peace beginning with the Atlantic Charter, the Yalta and Potsdam Conferences, and culminating in the drafting of peace treaties with Italy, Bulgaria, Hungary, Rumania, and Finland. Clara L. Guthrie and Dorothy M. Cooper, of the University of Washington Library, have prepared a three-page annotated bibliography concerning atomic energy and its implications entitled "The Age of the Atom."

The Milwaukee Public Library, Richard E. Krug, librarian, has issued a *Procedure Manual*, which is to serve as an introduction to the library, as a training aid, as a guide to practice, and as a basis for uniform procedures in all departments and neighborhood libraries. The manual is well-organized, written in a clear style, and contains a detailed index.

"The Contribution of the Library to the Improvement of Instruction" is the title of a paper by William Stanley Hoole, director of libraries, University of Alabama, in *The Southern Association Quarterly*, vol. 9, p. 367-69, May 1947.

The United States Office of Education has issued a mimeographed publication, "Directory, Colleges and Universities Offering Graduate Courses Leading to Master's and Doctor's Degrees, 1940-1945." The number of degrees granted in the various institutions is included.

Slidefilms and Motion Pictures—To Help Instructors is the title of a new catalog listing selected visual teaching aids produced and distributed by the School Service Department of the Jam Handy Organization. Free copies of this catalog may be obtained by writing to the Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11.

The Reference Department, Northwestern University Library, continues to publish in mimeographed form several useful bibliographies. One of these is "Recent Educational Literature; A Selected List of Recent Books and Articles in Periodicals Which Discuss Educational Aims and Curricular De-

velopments in American Colleges and Universities." Compiled by Eleanor F. Lewis, reference librarian at Northwestern, these annotated lists furnish an interesting bibliographical source for teachers, librarians, and laymen. A similar list is currently compiled by M. Helen Perkins, of the reference department, under the title, "Science Courses in Higher Education." The Library of the University of Texas publishes a well-designed periodical titled *The Library Chronicle*, edited by Joseph Jones, of the English department.

The Huntington Library, which in May received on a long-term loan Mark Twain materials from the Samuel L. Clemens estate, has published "Mark Twain: An Exhibition Selected Mainly from the Papers Belonging to the Samuel L. Clemens Estate." The hand list was prepared by Edwin H. Carpenter, Jr., with an introduction by Dixon Wecter, literary editor of the Mark Twain estate. The hand list, thirty-three pages in length, sells for 50¢.

The Princeton University Library has issued *College and University Library Statistics, 1919-20 to 1943-44*. The compilation is based upon lists which were started by James T. Gerould when he was at Minnesota and later at Princeton. Margaret C. Shields contributes a useful analysis of the statistics and considers such matters as the growth of book stocks on a geographical basis and the age and size of institutions in relation to their book stocks. Books and budgets as they relate to university population are also discussed.

Extra copies of the July supplement of *College and Research Libraries*, entitled *Essays in Honor of Charles Harvey Brown*, are available through the A.L.A. Headquarters Office, 50 E. Huron St., Chicago 11. The cost is \$1 per copy.

The July 1947 issue of the *Bulletin of the American Institute of Architects* contains a section on "The Library Building." Besides brief articles by C. B. Joekel, A. S. MacDonald, and J. P. Jones, excerpts from comments and articles are included. A ten-page bibliography is appended.

Review Articles

Pleasures and Practices

Invitation to Book Collecting; Its Pleasures and Practices with Kindred Discussions of Manuscripts, Maps, and Prints. By Colton Storm and Howard Peckham. New York, R. R. Bowker Company, 1947.

It has been six hundred years since Richard de Bury first extolled the pleasures of books and book-collecting. The pleasures have hardly changed appreciably, although the material for collecting has multiplied tremendously. The reasons for submitting to the various kinds of pleasures the pursuit of the rare or scarce affords, have been described again and again in every century and in nearly every language. The English heritage is as rich as any, as such foreign writers as Gabriel Naudé and Octave Uzanne have readily found translators. In the eighteenth and nineteenth centuries the passion, which came to be called bibliomania, was most graphically described by the letter writers and essayists. The letters of Thomas Gray, Horace Walpole, and many another traveler are liberally seasoned with accounts of their frequent "discoveries" at home and abroad. The essays of Charles Lamb, Andrew Lang, and Augustine Birrell are frequently based on the feel, the smell, the sight of leather bindings. Professional bibliophiles became honored in the succeeding volumes of Thomas Frognall Dibdin and F. Somner Merryweather.

Today the game is still being described, as well as played, and there are few confirmed collectors who begrudge a shelf to such contemporary guides and friends as A. Edward Newton, Edmund Lester Pearson, Percy Muir, Holbrook Jackson, George Goodspeed, and A. S. W. Rosenbach. In fact, the literature has grown so large that Jackson has been able to compile two delightful anthologies of quotations on the subject, *The Anatomy of Bibliomania* in two volumes and *The Fear of Books* in one. This quantity of expert advice might make one ask why another volume is needed or even tolerated. The answer is simple. No enthusiast ever has enough of his hobby, even if it be at second hand. Further-

more, anecdotes arise with every auction season and the old ones never lose their appeal to a new audience. Today this country is full of new collectors—more than ever before, because a whole new class has recently come into real money, and no one enjoys a pretty binding more than a *nouveau riche*, unless it be his wife. The volume under consideration is directed quite largely to new collectors, particularly to those who feel it is only a rich man's game. That there are pleasures here for every purse is proved many times and I can think of no better volume to place in the hands of a college freshman, or his mental equal, who earnestly asks, "Why collect books?"

This is one of the very best books on the pleasures of book collecting. Personally I still prefer the smaller, cheaper little handbook issued Christmas before last by Percy Muir, called *Book-Collecting as a Hobby*. But that, I should say, is a bit further advanced—not for the beginner but rather for the junior or senior who has progressed to the question, "How do I become a discriminating collector?"

This volume is based on a series of lectures given at the University of Michigan, partly to explain the William L. Clements Library, "but chiefly to preach the fun we find in collecting books, manuscripts, maps and prints." The book is especially fortunate in the combined wisdom and enthusiasms of its two authors. Howard Peckham, after an apprenticeship as chief editorial writer for the *Grand Rapids Press*, joined the Clements Library as curator of manuscripts. He is now director of the Indiana Historical Bureau and secretary of the Indiana Historical Society. Colton Storm began as a cataloger in the leading book auction houses of Chicago and New York and, after what his friends identify as the "Retz and Drang" period in his own bookshop, became a member of the staff of the Clements Library, where he is now curator of maps and manuscripts. It is his knowledge of the "practices" of book collecting that has made this book invaluable

to all librarians and amateur collectors who are frequently puzzled by that modern middleman, the "dealer."

It is the emphasis on the practices of book collecting that seems to me to give this book not only its chief interest but also its novelty in the field of otherwise similar books. Who before has put down on paper the motives which guide a dealer in pricing a volume? Who else has told where dealers find their stock and make their profits? Who but a reformed dealer could so clearly and so inclusively describe the dealers' procedures and his guesses right or wrong? We are still waiting for the ripe and learned memoirs of a Lathrop Harper and the "now it can be told" of Charlie Eberstadt, but this is far nearer the bookman's daily fare than the thrilling "kills" in the *Saturday Evening Post* of Dr. Rosenbach. Here at last is an honest attempt, well-considered and well-executed, to give the dealer his due. His are the brains behind most famous collections and his is the pleasant life with plenty of ups and downs. I refer the interested collector or librarian to an impassioned *apologia* for dealers in rare books on pages 190-93.

I should like also to single out a passage further on where a reasoned attack is made

on a recent development in sales by auction where purchasers are invited to bid by mail. I agree that this procedure is quite unjustified as it places the auctioneer in the very unfavorable position of trying to do his best by the consignor and the bidder. It usually results in the bidder getting charged his total bid.

One point needs fuller emphasis than is accorded it in this volume and that is the tendency of prices to rise immediately upon the publication of a definitive bibliography. We have all noticed the rise in prices of volumes included in the original *Short Title Catalogue* and, more recently, the soaring prices for American fiction before 1851, following the publication of Lyle Wright's bibliography. It seems only a matter of a few years before the author's *Seventeenth-Century Books Priced at One Dollar or Two Are Common* will be nostalgically remembered.

It is obviously the pleasant duty of all collectors and librarians to read all the books there are on book-collecting. It will be one of the great pleasures of the season to discover this general handbook, partly for the pleasures, but especially for the practices of this art.—Donald Wing.

Two More Surveys

A Report on the Mary Reed Library. By Louis R. Wilson. Denver, University of Denver, 1947. 18p.

"The New York State Library: Report of a Survey." By Keyes D. Metcalf and Andrew D. Osborn. Cambridge, Mass., 1947. 46p. (Mimeographed)

Some reviewers of recent surveys have raised questions as to both the value and the technique of surveys, with the intimation that surveys are probably not as valuable as we like to believe and that the method is faulty. If we assume that both of these observations were true up to a point, this reviewer, who has been a surveyor himself, would still believe that surveys have their place in directing library development. Testimony to this fact may be found in Louis R. Wilson's analysis of the results of some university surveys in his article in the July 1947 issue of *College and Research Libraries*, Part II, 368-75.

There is nothing strikingly unusual in either of the two surveys under review. Dr. Wilson's study of the Denver situation is straightforward and concise and considers such matters as library resources; functions of the library committee, the library staff, and the educational program; preparation of the budget; budgetary allocations; library personnel; development of library collections; building requirements; audio-visual facilities; publications exchange program; library accessions list; and "Friends of the Library." The report, as Dr. Wilson points out, "is not intended to present in detail all the matters covered in the survey." Major observations are pointed out and measures are suggested for improving the service of the library. In a brief introduction President Caleb F. Gates calls attention to these recommendations and suggestions and notes that they "offer a challenge to each one of us concerned with

the future of the University of Denver." One real advantage of the concise report, of course, is the fact that it can be easily and quickly read by the faculty members and others who should be interested in it.

Dr. Wilson clearly points out ways for the university to improve the library service: (1) explain the library resources by issuing a publication and calling attention at staff meetings to the interrelations of the collections in the libraries of the City of Denver; (2) undertake a serious, concerted development of the collections through an active policy of the library committee, which could assist in wise allocation of funds; (3) place the assistant director on committees which are concerned with the instructional and research program of the university; (4) channel annual budgetary requests from the various units of the university through the assistant director, taking into account new courses and new instructors; (5) distribute wisely the funds available for reading materials, supplies, and salaries; (6) add definite positions to the staff; (7) develop the collections so that Denver will assume its proper place among institutions of comparative size and purpose; (8) increase the space for readers (Denver now can seat only 10 or 12 per cent of its students); (9) handle expeditiously such complaints as lack or unavailability of books; (10) consider the library in the development of the program of audio-visual instruction; (11) use the present university publications more effectively in exchange; (12) keep patrons informed by issuing a list of new acquisitions; and (13) reorganize the "Friends" group in an all-university organization which will have as its objective the constant building up of the library collections.

These appear to be procedures which all efficient librarians should know and follow. Too often, however, the administrative officials and faculty members have to be reminded of them so that necessary support will be forthcoming. Dr. Wilson has outlined a program that the University of Denver would do well to support.

In the New York State Library survey, Dr. Metcalf and Dr. Osborn have analyzed some of the problems of one of the really venerable libraries of the country. As the base of operations of Melvil Dewey, it has

had a long record of successful service with which all librarians should be familiar.

One of the important questions facing the surveyors was to arrive at a definition of the functions of the state library. Their conclusion in regard to its place in the governmental pattern is that the state library is not an independent agency like the Library of Congress but a part of the education department and is designed to serve the legislative, judicial, and executive branches of the state government efficiently. However, its service extends also to "the citizens at large." Moreover, it should serve as "a leader in the library affairs in New York." They write further, "It should in fact be *the* library of the state. . . . This parallels to some degree the change in philosophy at the Library of Congress which is becoming in fact the National Library, *the* library of the nation." A corollary to these conclusions is that other libraries belonging to the state shall be working and reference libraries only and not be concerned with historical and research library services. These are major observations, for, if followed, they set the pattern of the book-collecting and service policies of the state library.

Recommendations are made for the strengthening of the central administration. A deputy state librarian, to be responsible for personnel and the public service departments, and three other directors are proposed: one in charge of the processing division (order and catalog), the second in charge of a combined law and legislative reference department, and the third in charge of library extension. The present reviewer, who was called in after the Metcalf-Osborn survey by the state librarian to examine in more detail certain problems of the technical services, is inclined to agree that these are necessary positions and should be provided for if the state library is to function effectively.

Other recommendations of the surveyors, if put into effect, should make it possible for the state library to assume the responsible position of which it is worthy. These recommendations are as follows: the personnel of the library should be strengthened; the library extension division should come under the supervision of the state librarian; \$100,000 should be allotted for clearing up the backlog of uncataloged materials; cataloging should be simplified; the reference service should be

extended by adding the history and periodical sections to its responsibility; a new charging system should be introduced; large quantities of duplicates should be removed from the stacks; a legislative reference service program, modeled after that of a similar service in the Library of Congress, should be established; changes should be made in the location of certain units for more effective utilization of space; the medical section should be a working rather than a historical library; a system of approved, permanent methods and records should be set up for the order work and cataloging; superfluous or overlapping catalogs should be eliminated or consolidated; all cataloging work should be centralized in the cataloging department; a positive acquisition program, based on the objectives of the state library, should be inaugurated; the work of the state library should be linked with the state-wide program of library service; and a branch of the state library to serve state agencies should be set up in New York City.

Obviously, each of these recommendations cannot be discussed in detail. Two important matters, however, may receive further brief comment. These are the acquisition procedures and the cataloging problems. Dr. Metcalf and Dr. Osborn devote considerable attention to these matters, since an effective acquisition program and efficient cataloging are basic to effective library service. Coupled with them, of course, is the essential question of qualified personnel. A library is as good as its staff, and the state library will require considerable support so that it can obtain strong professional assistants and able clerical help. A clear definition of duties on professional and clerical levels is needed. As the surveyors point out, the situation in regard to personnel in the order and catalog departments especially requires attention.

The present reviewer found on his trip to Albany that many of the recommendations on technical services made by the surveyors were based on actual needs of the library. It is understandable that in the short time they had at their disposal it was not possible to study all details that are sometimes necessary in clarifying operational questions. It would seem wise, however, that the library adminis-

tration quickly approach the state authorities in an effort to simplify the acquisition procedures. State institutions are sometimes required to go through certain channels which are not necessary in private organizations. But it should not cost the taxpayers money to have unnecessary forms or procedures which only slow up the work of a unit.

Certain statistics used in connection with the holdings of the library and the cataloging of them are open to question. The surveyors state that only one out of five items owned by the library is cataloged. Until it is actually known how many items are really held by the library, the figures are likely to be misleading. Reports indicate holdings of from one million to over two million volumes. Also in question is the amount of cataloging performed. The average cataloging output is stated as 609 titles, or 2.4 books a day per cataloger. Later information discloses the correct figure to be 1218 titles, or 4.8 books a day. Even the larger figure is low, since the majority of titles cataloged at the state library as a rule presents little difficulty.

Occasionally, in published surveys of libraries, surveyors make statements which have general significance. Dr. Metcalf and Dr. Osborn, in the survey of the New York State Library, have approached their problem within the limits they had prescribed for themselves, but they have also set forth a pattern that should be useful to officials in other state libraries. This is especially true in regard to their analysis of the acquisition program, the state-wide program, and library extension. "The Rehabilitation Program for the New York State Library" (Appendix II) has been particularly helpful as a procedure for immediate action. A substantial budget allowance has already been made.

The two surveys under review are valuable additions to the survey literature of libraries. They represent analyses of situations made by librarians who have considerable practical experience in administering libraries. It is not likely that all the recommendations made in both surveys can be put into operation, at least not for some time, but they provide the librarians and their superior administrative officers with positive goals.—*Maurice F. Tauber.*

Classification System for Linguistics and Languages

A Bibliographical Classification System for Linguistics and Languages. By George L. Trager. Washington, D.C., 1946. (Reprinted from *Studies in Linguistics* 3:54-108, 1945; 4:1-50, 1946.)

Any work, whether intellectual or otherwise, must be judged on the basis of its avowed aim. If it fulfils this aim well, the work must be adjudged excellent to the extent that we are prepared to view the aim itself with favor. Mr. Trager has set himself the task of preparing a classification system for linguistics and for languages—clearly a commendable undertaking. As a practicing linguist of broad interests and wide experience, he must have long felt the need for a more up-to-date and linguistically more satisfying organization of his field than the schemes provided by Dewey and the Library of Congress. It is, therefore, not surprising at all that the present work goes back to 1930, and it is, likewise, in the best tradition of scholarship that the author did not see fit to publish it until it had been thoroughly tested by years of use.

As a classification for linguists, Trager's work is concerned with two main problems: the classification of languages and the classification of linguistic materials. The classification of languages presupposes not only the listing of all the languages known but even more so their proper interrelation and grouping within language families and classes. It is on this point that Trager's work shows the greatest departure from the prevailing library classifications. Linguistically considered, the English language with its tremendous literature is only one of several languages in the Indo-European family, just as, for instance, Livonian with only about a score of publications is a full-fledged member of the Finno-Ugrian family. The amount of available material, the quantitative aspect, counts not at all in the grouping of languages within a family, and the families themselves within the classification follow the logical sequence of their historical development. In other words, the classification takes full account of relationship, development, and origin.

A feature of the greatest interest is Trager's practice of citing authority for his

classification. The over-all grouping of linguistic families and languages follows the excellent and authoritative works of Meillet and Cohen, *Les langues du monde* (Paris, 1924) and Kieckers, *Die Sprachstämme der Erde* (Heidelberg, 1931). Nothing more comprehensive has ever appeared in print. Even more important, however, are the references to authorities to the less-well-known but equally basic studies of individual languages and language families, such as Endzelin, *Lettische Grammatik* (Riga, 1922) and Szinnyei, *Finnisch-Ugrische Sprachwissenschaft* (Berlin, 1922). The amount of exact dialect information thus recorded in systematic order is a unique feature of this classification system.

The point on which Trager's system has most profited from existing library classifications is the classification of linguistic materials in general. We might almost say that this is very largely a workmanlike amalgamation of the most useful features of the Dewey and the Library of Congress schemes. The geographical tables, excellent and logical as they are, are not altogether satisfactory because they are too closely related to political rather than to linguistic and cultural needs. Then, too, they are in need of considerable expansion. The notation also leaves something to be desired, especially as regards the somewhat confusing use of the decimal point and the apostrophe. It may well be that a closer study of the form divisions of the Universal Decimal Classification may have suggested to the author ways and means of procedure less confusing to the uninitiated.

There is no question at all as to the usefulness of Trager's classification to the linguist. It has once and for all done away with the oversimplified "form of speech" classification (isolating, agglutinating, inflective) and substituted the much less pretentious but at the same time more scientific "genealogical" system. The librarian, however, will not be in a position to derive much profit from it. For the very point which makes it excellent for the linguist—its scientific impartiality—will make it hard to use in a library where the bulk and preponderance of material is always a major factor in

classification. On one question, however, Trager's work is bound to exert a considerable and beneficial influence: it will enable the classifier to place a little known or even an

unknown language in its proper relation to others with much more certainty and dispatch than has been possible up to this time.—
Arthur B. Berthold.

Guide to Business Materials

Guides to the Harvard Libraries. No. 1: Economics and Business. By Arthur H. Cole. Cambridge, Harvard University Library, 1947. x, 64p.

The size and complexity of the modern university library, with its resources scattered in many branch libraries and special collections, often embracing overlapping subject fields, has created the well-recognized problem of how to impart to the research worker knowledge essential to the location and use of his materials. The issuance by various libraries of handbooks, general descriptions of their collections, lists of bibliographical tools in subject fields, and instructions in methods of research have been attempts to meet this problem.

Arthur H. Cole, librarian of the Harvard Graduate School of Business Administration, in *Guides to the Harvard Libraries, No. 1: Economics and Business*, has combined these four approaches to produce what should prove to be a most effective and useful manual for the graduate student in business or economics at Harvard.

The manual has four sections: I. Library Facilities; II. Library Tools; III. Practical Applications; IV. Special Fields of Economics and Business.

In Section I Cole describes briefly the Harvard library system and lists other libraries in the Cambridge and Boston area of interest to students of economics and business, together with pertinent information concerning their holdings and availability. There follows a description of the collections in Harvard libraries which contain materials in economics, business, and related fields, with particular reference to the Widener Library and the Library of the Graduate School of Business Administration. The purposes of these libraries, their fields, the special types of material they contain, and their distinctive characteristics are set down with enough detail to give the reader a good working knowledge of the resources of each one. The

second portion of the section, on "The Effective Use of the Basic Libraries," takes up, in order of use, what the author calls the "several depths" or "strata" which must be penetrated to reach all the material that can be secured on a given subject—the card catalogs, the bibliographical collection, the stacks, the reference department, interlibrary loan, microfilm, and book purchase. A noteworthy feature of the descriptions of the public and union catalogs is the care with which their limitations are pointed out, by the detailing of the types of material not included at all. Too often instruction in the use of the catalog leaves the impression that everything is there if the student only knows how to find it.

In Section II Dr. Cole lists and characterizes basic bibliographical tools. Included are guides to government documents (the Library of Congress *Monthly Checklist of State Publications* is omitted), guides to theses, printed catalogs of large libraries, trade bibliography and periodical indexes. The works cited here, as well as all other titles mentioned in the guide, are listed, with full bibliographical information, at the end of the manual.

Section III, on "Locating a Particular Work" and "Preparation of a Bibliography," contains much sound, practical advice. One hopes, however, that the graduate student will not be discouraged by the example of the hard-to-find item that the author takes through all possible tools, in order to illustrate the use and extent of each. The reviewer was slightly troubled by the fact that, although at the beginning "the work sought is assumed to be a printed item of substantial size, not a pamphlet or broadside or map, and not a part of a series, a magazine article, or a government document," we later find the student, having exhausted all possible tools for monographic literature, exploring the possibility that the item is a magazine article, a serial, or a government document. We

couldn't keep from wondering, too, whether he ever found it.

Ten specific areas in which students in economics and business will be working such as economic theory, statistics, money, and banking, etc., are listed in Section IV. For each of the areas, information concerning the housing of special materials relating to it is given and important bibliographies are provided.

On the whole, this manual should fulfil its purpose admirably. Dr. Cole, while skirting the pitfall of too much detail in his delineation of an extremely complex situation, has included the essential. He has not assumed too much knowledge on the part of the guide's intended users, has avoided the terminology of library science, and yet the manual is far from elementary. An impor-

tant value the student will derive, aside from the primary one of the minimization of trial and error, is the conception he will gain of the wealth of library materials available to him and the painstaking care he must use to uncover them.

In his preface Keyes D. Metcalf states that if the manual accomplishes its purposes, similar ones will be prepared for graduate students in other broad subject fields. It occurs to one that much of the material in the present manual is basic to research in any field and will have to be repeated in subsequent ones. For example, of the ninety-four titles cited, more than half cover all fields of knowledge. However, this may prove to be no disadvantage. And Harvard has set an example that other large university libraries may well consider following.—*Ruth Walling.*

Faculty Personnel

Problems of Faculty Personnel. John Dale Russell, editor. (*Proceedings of the Institute for Administrative Offices of Higher Institutions*, 1946, v. 18.) Chicago, University of Chicago Press, 1946.

The eighteenth volume in the *Proceedings of the Institute for Administrative Offices of Higher Institutions* constitutes a course in the proper treatment of professors, from contract to retirement. The course has thirteen lessons, composed of the papers of the institute, and was planned by a veteran instituter, John Dale Russell, who is now director of the Division of Higher Education in the U.S. Office of Education.

The papers deal in logical sequence with the major aspects of faculty management, beginning with a well-marshaled discussion of determining needs for instructional staff members by Vice President Brumbaugh, of the American Council on Education, and ending with a reasoned treatment of the difficult problem of evaluating faculty services by Ralph Tyler, of the University of Chicago. Between are papers on the preparation, selection, appointment, induction, in-service training, and housing of faculty personnel.

All the authors are professors and administrators of education. They look at faculty personnel problems from the "inside," as

members and directors of faculties. From this viewpoint accrues the strength and weakness of the volume as a whole. It is filled with practical wisdom based on experience. The wise comments and the examples of forward-looking personnel practices suggest many promising adaptations to the reader. But it treats faculties in splendid isolation from personnel in other walks of life and profits in no way from advances in knowledge of human relations and group direction which is being carried forward by the very faculties discussed.

Like most proceedings, the present collection remains a group of more-or-less related papers and lacks a unifying body of principle. The student and practitioner will tend quite properly to pick one or another article related to an immediate problem or interest and not many will be tempted to read the collection as a whole. The volume presents a series of contributions to the practice of personnel management in education but it is not a notable addition to the theory of personnel administration.

Several of the authors were evidently selected because they possessed personal knowledge of specific programs of effective faculty management and were encouraged to describe these programs. Thus, Frank Lankard recounts the cooperative plan for select-

ing new staff members at Brothers College of Drew University, B. Lamar Johnson describes the special program for inducting faculty members at Stephens College, Malcolm Willey arouses envy in at least one metropolitan faculty apartment-dweller with his account of the faculty housing program at the University of Minnesota, and Reuben Frodin makes a good case for the controversial "full-time appointments" at the University of Chicago. Because such examples and speakers were chosen with discrimination, the several papers of this type rise above the level of personal testimony on "how we do it at our institution."

Four papers are devoted to the academic preparation of faculty members, one for the junior college by James Reynolds, of the University of Georgia, one for liberal arts colleges by W. W. Whitehouse, of Albion College, one for graduate teachers by Fer-

nandus Payne, of Indiana University, and one for teachers in technical schools by L. L. Jarvie, of the New York State Education Department. These contributions are the weakest in the volume. The scope and familiarity of these topics invites commonplace comments, which in this case are unrelieved by new insights into means for producing the "raw material" which will be selected, inducted, housed, and retired.

Staff members of academic libraries constitute one portion of the faculty personnel which this volume discusses. Administering librarians in colleges and universities are among the faculty managers to whom the volume is addressed. The staff member can read it asking, "How does it apply to me?" and the administering librarian can read it asking, "What does it suggest for my personal policies?" Both will find frequent and provocative answers.—*Lowell Martin.*

New Reference Tools

U.S. Library of Congress. Catalog Maintenance Division. *Cumulative Catalog of Library of Congress Printed Cards*, January 1947. Washington, Library of Congress [1947.] 71p.

Special Libraries Association. Michigan Chapter. *Union List of Serials in the Libraries of Metropolitan Detroit, Compiled as a Joint Project of the Michigan Chapter of the Special Libraries Association and the Detroit Public Library, under the Direction of a Special Committee*. Mabel Louise Conat, Chairman. . . . Detroit, Wayne University Press, 1946. 670p.

Judged on the basis of the first monthly issue, this is an important reference as well as cataloging tool. It is to appear monthly with quarterly and annual cumulations. The monthly and quarterly numbers will list only publications issued since January 1939, but the annual volume will include all cards printed during the year regardless of imprint date. The inclusion of essential added and cross references and of many foreign titles greatly enhances its reference and biblio-

graphical value, while the very large proportion of cards from research libraries other than the Library of Congress makes it particularly helpful to librarians working with interlibrary loan. In format the *Cumulative Catalog* is slightly larger than the *Catalog of Printed Cards* which it supplements and, although it has more entries per page, it seems reasonably legible.

The list of the Michigan Chapter of the Special Libraries Association is a record of the serial holdings of thirty-nine libraries in Detroit as of January 1943 with the addition, in a few instances, of certain important titles acquired since then. It will, of course, be of most interest and value to the co-operating libraries and to others near Detroit. However, the fact that it includes many titles outside the scope of the *Union List of Serials in Libraries of the United States and Canada* and others of more specialized and local interest not found there makes it very useful as a new source of bibliographical information as well as a means of locating titles.—*Jean F. Macalister.*

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Prepared by Carl Reed

Columbia University Libraries

Abbreviations

app't—appointment
cat.(s)—catalog(s)
coll.—college
l.(s), ln.(s)—library(ies), librarian(s)
port.—portrait
ref.—reference
rev.—review(er)
univ.—university

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